

**DEVELOPING GENRE-BASED GRAMMAR TASKS FOR GRADE X
STUDENTS OF MAN YOGYAKARTA III IN THE ACADEMIC YEAR OF
2012/2013**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of *Sarjana*
Pendidikan Degree in English Language Education



by

Rani Dewi Puspitasari

07202244091

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

**DEVELOPING GENRE-BASED GRAMMAR TASKS FOR GRADE X
STUDENTS OF MAN YOGYAKARTA III IN THE ACADEMIC YEAR OF
2012/2013**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education



by

Rani Dewi Puspitasari

07202244091

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

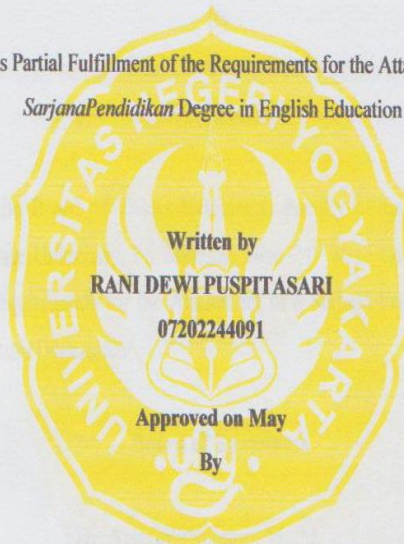
2013

APPROVAL SHEET

DEVELOPING GENRE-BASED GRAMMAR TASKS FOR GRADE X
STUDENTS OF MAN YOGYAKARTA III IN THE ACADEMIC YEAR
OF 2012/2013

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education



First Consultant,

Suharso, M. Pd.

NIP. 19591006 198403 1 002

Second Consultant,

Nurhidayanto, PSP, M.Pd

NIP. 19821122 200604 1 002

RATIFICATION
DEVELOPING GENRE-BASED GRAMMAR TASKS FOR GRADE X
STUDENTS OF MAN YOGYAKARTA III IN THE ACADEMIC YEAR
OF 2012/2013

A THESIS

By

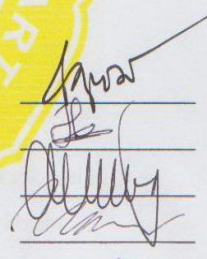
Rani Dewi Puspitasari

07202244091

Accepted by the Board of Thesis Examiners, Faculty of Languages and Arts,
Yogyakarta State University, on Monday, June 24th 2013 and declared to have
fulfilled the Requirements for the Attainment of a Sarjana Pendidikan Degree in
English Education Department.

Board of Examiners

Chairperson : Dr. Agus Widyantoro, M. Pd.
Secretary : Nur Hidayanto P S P, M. Pd.
First Examiner : Dr. Margana, M. Hum., M. A.
Second Examiner : Drs. Suharso, M. Pd.



Yogyakarta, June 25th 2013
Faculty of Languages and Arts
Yogyakarta State University



Dean,

Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

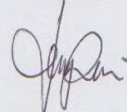
Nama : **Rani Dewi Puspitasari**
NIM : 07202244091
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta
Judul Skripsi : *Developing Genre-based Grammar Tasks for
Grade X Students of MAN Yogyakarta III in the
Academic Year of 2012/2013*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Mei 2012

Penulis,



Rani Dewi Puspitasari

07202244091

DEDICATIONS

This thesis is dedicated to

my mother,

my father and

my grandparents.

MOTTO

*Dreams show us how to fulfill our destiny how to realize
the greater potential of life within us...*

(John Kehoe)

ACKNOWLEDGMENTS

Alhamdulillahirobil'amin. Praises be to Allah SWT, the Almighty, for the mercy and strength so that the writer can finish this thesis. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

The writer would like to express her gratitude and appreciation to both Suharso, M.Pd., her first consultant, and Nurhidayanto, PSP, M.Pd., her second consultant, who have patiently guided her in doing the study and writing the thesis. She would say big thanks to Grade XA students of MAN Yogyakarta III, who worked cooperatively during the study, Indri Dwi Astuti, S.Pd., the English teacher, who was willing to be the collaborator, Drs. Suharto, M.Pd., the principal, who permitted her to carry out the study and all teachers in MAN Yogyakarta III for their kindness.

Special thanks go to the writer's beloved parents (Sumaryadi & Endang Brotojoyo) and her big family. A thousand thanks are for their love, supports and prayers. The writer is also proudly grateful to her English teachers who taught, supported, and inspired her; the members of Block K'07 (Valen, Nunuh, Nana, Mila, April, Ika, Intan, Saphie, Niken, Sulis, Ambar, Alin, Yuu, Rio, Endah, Mudita, Yoko, Ardian, Fatih, and Risa) for cheering her up and giving support; her best friends (Zizi, Ika Marijo, Chika, Ai', Tiwi); her friends with benefits and lessons.

Finally, the writer realizes that this thesis is far from being perfect so that she invites all critical comments. However, she hopes that the thesis gives worthwhile contribution to the improvement of the English teaching-learning process.

Yogyakarta, April 2013

The Writer

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
RATIFICATION	iii
DECLARATION	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Identification of the Problem	3
C. Limitation of the Problem	6
D. Formulation of the Problem	7
E. Objectives of the Study	7
F. Significance of the Study	7

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORKS

A. Theoretical Framework	
1. The Nature of Grammar	9
2. The Significance of Grammar Learning	10
3. Genre-based Grammar for Senior High School Students	12
4. Addressing Grammar within Task Work	15
5. Assessing Genre-based Grammar Learning	21

B. Relevant Studies	23
C. Conceptual Framework	24

CHAPTER III RESEARCH METHOD

A. Research Design	26
B. Subjects of the Research	26
C. Procedure of the Research	27
D. Research Instruments	32
E. Data Collection Techniques	40
F. Data Analysis Techniques	42

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings	
1. The Results of the Need Analysis	
a. The Description of the Students' Profile	45
b. The Description of the Target Needs	46
c. The Description of the Learning Needs	47
2. The Course Grids	51
3. The First Draft of the Developed Units	51
a. Unit 1	53
b. Unit 2	58
4. Expert Judgment	61
5. The Try-Out, Evaluation, and Revision of the Second Draft	65
a. The Try-Out of Unit 1	65
b. The Evaluation and Revision of Unit 1	65
c. The Try-Out of Unit 2	90
d. The Evaluation and Revision of Unit 2	90
B. Discussion	116

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions	122
B. Suggestions	127
REFERENCES	128
APPENDICES	131

LIST OF TABLES

Table 1: The Organisation of the Needs Analysis	33
Table 2: The Organisation of the Expert Judgment	34
Table 3: The Organisation of the Teacher's, English Tutors', and English Education Department Students' Agreements.....	36
Table 4: The Organisation of the Students' Agreements.....	38
Table 5: The Quantitative Data Conversion	43
Table 6: The Students' Profile	45
Table 7: Target Needs	46
Table 8: Learning Needs	48
Table 9: The General Description of Unit 1	56
Table 10: The General Description of Unit 2	60
Table 11: The Mean and Category of the Expert Judgement	62
Table 12: The Expert Validation for Unit 1	62
Table 13: The Expert Validation for Unit 2	64
Table 14: The Mean and Category of the Teacher's, Tutors' and Peers' Agreements toward Unit 1	66
Table 15: The Mean and Category of the Students' Agreements on Unit 1 (Individual Try-out Group)	72
Table 16: The Mean and Category of the Students' Agreements on Unit 1 (Field Try-out Group)	79
Table 17: The Results of Evaluation and Revisions of Unit 1	89
Table 18: The Mean and Category of the Teacher's, Tutors' and Peers' Agreements toward Unit 2.....	91
Table 19: The Mean and Category of the Students' Agreements on Unit 2 (Individual Try-out Group).....	97
Table 20: The Mean and Category of the Students' Agreements on Unit 2 (Field Try-out Group).....	105
Table 21: The Results of Evaluation and Revisions of Unit 2.....	115

LIST OF FIGURES

Figure 1: The Six Components of a Task Proposed by Nunan	16
Figure 2: The Process of Material Writing	28
Figure 3: The Modified Process of Materials Writing	29

LIST OF ABBREVIATIONS

GBA	(Genre-based Approach)
MAN	(Madrasah Aliyah Negeri)
SFL	(Systematic Functional Linguistics)
SMA	(Sekolah Menengah Atas)
R & D	(Research and Development)

LIST OF APPENDICES

Appendix A: The Needs Analysis Questionnaire	131
Appendix B: The Results of the Needs Analysis	135
Appendix C: Course Grids	138
Appendix D: The Developed Tasks	144
Appendix E: The Expert Judgment Questionnaire	231
Appendix F: The Result of the Expert Judgment	234
Appendix G: The Evaluation Questionnaires	237
Appendix H: Research Data	251
Appendix I: Interview Guidelines and Interview Transcripts	262
Appendix J: Lists of the Respondents and Students' Attendance	281
Appendix K: Photographs	290
Appendix L: Permit Letters	293

DEVELOPING GENRE-BASED GRAMMAR TASKS FOR GRADE X STUDENTS OF MAN YOGYAKARTA III IN THE ACADEMIC YEAR OF 2012/2013

By
Rani Dewi Puspitasari
07202244091

ABSTRACT

The objectives of this study are to develop genre-based grammar tasks that are suitable for grade X students of MAN Yogyakarta in academic year of 2012/2013 and identify the characteristics of grammar tasks that are suitable for Grade X students of MAN Yogyakarta III.

This study was classified as a research and development (R & D) study. The instruments used in this study were interview guidelines and questionnaires. The data from the need analysis and evaluation were analysed quantitatively, while the data from the interviews were analysed qualitatively. Meanwhile, the development procedure consisted of identification of needs for materials (needs analysis), exploration of needs, contextual realisation of materials, pedagogical realisation of materials, production of materials, first evaluation of materials (expert judgment), student use of the materials (try-out), second evaluation of materials, and production of the final draft.

The average scores obtained from the evaluation questionnaires ranging from 3.6 to 4.6 show the students' agreements on the developed tasks. Based on the try-out and evaluations results, genre-based grammar tasks that are suitable for Grade X students of MAN Yogyakarta III are those which help them produce texts and make them think that grammar is not complicated to learn. Meanwhile, the characteristics of grammar tasks that are suitable for Grade X students of MAN Yogyakarta III are that: (1) the goals of the tasks should be feasible and appropriate to the indicators stated in the course grids, (2) the inputs should be comprehensible, not too long, be in interesting and familiar topics, use brief and motivating explanations, and use simple vocabulary which might help the students to accomplish the tasks and improve their vocabulary mastery, (3) the activities should be varied, interesting, challenging, simple, motivating, sequenced from guided to free, and from easy to difficult, (4) the teacher should play roles as a prompter, a resource, a tutor, an instructor, a facilitator, and a monitor, (5) the students should play roles as active and responsive participants, (6) the setting should be varied from individual, pairs, small groups, or whole class works which should last not more than nine minutes, and (7) the layout should support the student comprehension using pictures and font, size, and colours which are legible and systematically and tidily arranged.

CHAPTER I INTRODUCTION

A. Background of the Study

English has been a compulsory subject in the education system of Indonesia since 1950s with many changes in some factors such as methods and the curriculum underlying the teaching and learning processes. Every change was taken to ease students to learn English so their language production would be better. According to Emilia (2011), English was firstly taught using a grammar-translation method until the world's popular Audio-lingual was released in 1960s. After having been improved for about two decades, English, then, was taught in a communicative way until the beginning of 2000s.

Further, Emilia states that based on the 2006 curriculum, today's English teaching is directed to enable students to use English in a communicative way through genre-based approach (GBA). In this approach, they learn more about how English works in several text types which might be different in their structures or grammatical features; so that students can produce some texts to communicate certain purpose. To do so, it is important for them to know the stages in writing some text types. It is due to the fact that understanding about those stages help them achieve their communication purposes they do with appropriate language.

In genre-based approaches students are not only learning about the macroskills, namely reading, listening, writing, and speaking, but also learning grammar more because the more effort to produce a good text

the more grammar knowledge they suppose to have. Grammar exists to enable the language user to express different communicative meanings (Nunan, 2004: 4). Also, grammar might help students effectively comprehend a text and it becomes the fundamental factor allowing them to produce good texts whether in written or oral forms. Thus, grammar plays a significant role, although it is a microskill in genre-based approach.

Other experts on genre-based approach, Knapp and Watkins (2005), reveal that genre-based curricula place a strong emphasis on explicit teaching of grammar. However, to many teachers in Indonesia today teaching genre to their students is quite daunting, especially focusing on teaching grammar explicitly. They focus more on teaching how to immerse a kind of text from the example provided. They ask their students to make written or oral texts with rarely explicitly asking them to understand the grammatical features needed in writing the text. Thus, many students lack grammar knowledge. It might be seen from the accuracy of the language they produce. Because they focus on the meaning they should deliver, they sometimes miss the correct grammar, then tend to produce unwell-structured forms and some even make incomplete sentences.

Based on the preliminary observation held in Grade X of MAN Yogyakarta III in 2012, it was found that many students had low grammar knowledge. For example, when some of them were asked to complete some simple sentences in which the verbs were omitted, they could not choose the right answer from the options provided, i.e. some literally similar words such as *use*, *usage*, and *useful*. In fact, they did not put a verb instead an adjective. Although this test was not

held on the text level, this might infer that with this low grammatical knowledge they might read less-comprehensively and possibly write incorrectly. One of the reasons is they do not know parts of speech well.

Therefore, if the students still write ungrammatical sentences they might not be able to write good texts. Another observation in MAN Yogyakarta III proved so; most of Grade X students could not write a good text because they lacked of the ability to construct good sentences. Thus, they need to learn grammar more either explicitly or implicitly.

This condition triggers the researcher to find the best and feasible solution. It will be from the perspective of external factors affecting students' low grammar knowledge. Supported by this solution, students hopefully will learn English better in a communicative way through genre-based approach (GBA) in which grammar takes a significant role.

B. Identification of Crucial Factors

Based on what is stated in the background of the study, many students have difficulties in learning grammar. Therefore, the identification of the factors affecting this problem is badly needed before the attempt to find the best solution. A preliminary observation in Grade X of MAN Yogyakarta III revealed that this problem was caused by some factors, such as students' less consciousness, the implicit approach and the low frequency of grammar learning and the lack of communicative, motivating, and real-life grammar tasks.

According to the current curriculum, English learning for senior high school students includes activities which are related to several texts since the approach used is genre-based. Students then work more on comprehending and/or producing texts. For example, recount, descriptive, hortatory text, etc. Being accustomed with grammatically-good sentences, they found in every text they read, they are expected to immerse the grammar with their language production.

However, many students themselves do not realize that they are able to learn grammar during text reading. They usually read texts for getting the meaning without any intention to learn grammar they might need when writing such texts. In other words, they pay less attention to the rules, the patterns, or the structure of the target language used by the text writers in delivering the meaning of the texts. This low consciousness is the first factor which makes students have low grammar knowledge.

In addition, students might have low consciousness of grammar learning because there is less support from the teachers. The teachers of MAN Yogyakarta III concern more on enabling the students to get the meaning of some texts and to be able to produce their own same kind of text. They have less focus on making a good understanding of how a kind of text might be written with specific grammatical features. Besides, they sometimes have limited time for an intensive and explicit teaching of grammar so their students have less grammar knowledge and even less consciousness of grammar learning.

The other factor is the frequency of grammar learning which is low. Not only many students do not have enough grammar learning in the class intensively, but most of them also do not have grammar learning outside the class. For example, the activities of English learning in the library are usually making homework or reviewing their previous English class. It is very unusual for them to work on grammar tasks.

The English learning tasks that students work out also affect their grammar knowledge. The tasks are usually taken from the course books which less concern on explicit grammar learning. The tasks found in the books which are usually used by Grade X students of MAN Yogyakarta III are often out of their needs and daily lives. Some books contain topics which are not interesting for them and so do the layout and features included like jokes, songs, and games. Thus, the students would not be highly motivated to accomplish the tasks.

In addition, other books provided in the library do not support grammar learning. If there is a book enriching and/or testing students' grammar knowledge, it is a grammar test which is presented in sentence level which might be less communicative and contextualized than the one presented in paragraphs.

Those affecting factors of students' low grammar knowledge were observed at Grade X of MAN Yogyakarta III. It is possible to happen in other schools in Yogyakarta considering that they use the same curriculum and relatively the same teaching approach.

C. Limitation of the Problem

Because not all of the factors of why grammar less learnt stated on the identification of the problem above are able to be solved, the researcher decided to develop one of the factors; it is appropriate learning tasks. This decision was made because of several reasons. First, knowing that the students have less opportunity to learn grammar in their class explicitly and outside the class makes the researcher's choice comes to develop a task as the best solution.

Second, it is because of the lack of real-life, motivating, and communicative tasks. The other reason is the advantages of using task in teaching-learning process.

Unfortunately, there are a large number of English learning tasks that can be developed. Because the students' current needs of grammar must be related to genre-based learning, this study focused on developing genre-based grammar tasks for Grade X students of MAN Yogyakarta III.

These tasks are expected to support the students in their written language. It means that these tasks will be intended to support their reading and writing instead of listening and speaking. It is because written language needs more grammar to make its meaning clear and comprehensible. Meanwhile, oral language somehow can be meaningful without any well-grammatical structures, because of some factors such as context and body language; it is what written languages do not have and the reason why reading and writing skills need more grammar. The other reason is that students at this level need more grammatical texts than grammatical speech.

In addition, although there are many text types that must be learnt by senior high school students, this study focused on a specific genre-based on the student needs and the feasibility.

D. Formulation of the Problem

Based on the limitation of the problem, the problems of the study are formulated as follows.

1. What do the genre-based grammar tasks suitable for Grade X students of MAN Yogyakarta III in the academic year of 2012/2013 look like?
2. What are the characteristics of genre-based grammar tasks suitable for Grade X students of MAN Yogyakarta III in the academic year of 2012/2013?

E. Objective of the Study

Based on the formulation of the problem, the objectives of this study are to develop genre-based grammar tasks suitable for Grade X students of MAN Yogyakarta in academic year of 2012/2013 and to identify the characteristics.

F. Significance of the Study

This study is expected to give some contributions as follows.

1. It provides genre-based grammar tasks for Grade X students of MAN Yogyakarta III, especially in the academic year of 2012/2013.

2. It provides information and supplementary effective learning tasks for the English teachers at MAN Yogyakarta III. The result of this study can be used as input in the teaching and learning process.
3. The result of this study may give other researchers some input for their research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORKS

A. Theoretical framework

1. The Nature of Grammar

Many experts define grammar in various and different ways. Harmer (2001: 12) defines the grammar of a language as the description of the ways in which words can change their forms and can be combined into sentences in that language.

Hewings and Hewings (2005: 1) in other perspectives say that it refers to the way in which words are organized in a language in order to form correct sentences. It goes on the smallest level of the language like sound to the complex one i.e. sentence. The organized words then should be put with correct and appropriate rules (Knapp and Watkins: 2005).

According to Radford (2009: 1), grammar is traditionally subdivided into two different but interrelated areas of study; they are morphology and syntax. He defines morphology as the study of the structure of word formed out of smaller units (called morphemes) while syntax is the study of the way in which phrases and sentences are structured out of words. In the practical use those two studies work together with the study of meaning, namely semantics which is concerned with the system of meanings in the language: the meanings of words and the combinatory meanings of larger units (Greenbaum and Nelson, 2002: 2). Based on some definitions mentioned above, it can be concluded that grammar is a

description of the rules that govern how sentences of a language are formed to construct meanings correctly and appropriately.

2. The Significance of Grammar Learning

Although people might think that grammar is sophisticated, it is now learnt because of its advantages. Richards and Renandya (2002: 145) point out that grammar learning is too important to be ignored, and without a good knowledge of grammar, students' language development will be severely constrained. One of the reasons is that it promotes comprehensibility (Swan in Richards and Renandya, 2002: 151-152). When students read or listen to English texts, they will comprehend more if they have enough grammar knowledge, such as parts of speech, tenses, and conjunctions.

Greenbaum and Nelson (2002: 6) argue that knowledge of grammar is a help in the interpretation of literary as well as nonliterary texts, because the interpretation of a text sometimes depends crucially on grammatical analysis. For example, trying to follow the directions for assembling a bookcase, a student reads a sentence; *slide the bookcase close to the wall after tightening all of the pieces*. Not knowing that *after* signals the first of the two actions in the sentence, the student performs the actions in reverse order (Savage, Bitteline, and Price, 2010: 2).

Grammar knowledge is also important because it enables students to communicate "accurately, meaningfully, and appropriately" (Larsen-Freeman, 2001). It explains to students how to build and use certain structures to

communicate their meanings successfully (Swan in Richards and Renandya, 2002: 151) and efficiencily (Savage, Bitteline, and Price, 2010: 2).

Further, Swan says that grammar knowledge contributes much in making students' language become accepted in the society. He says that "a person who speak badly may not be taken seriously, or may be considered uneducated or stupid." Students should take into account this prejudice because they might need this acceptance in order to find, for instance, a job or scholarship.

In addition, Thornbury (1999: 4) states that grammar helps students communicate their meanings clearly when contextual information is limited. For example, a student is writing a report and he asks his friend's help to take him a piece of paper by saying 'paper, please'. His friend who does not know what he is doing might respond it longer than if he says 'can I have a piece of paper?'

Grammar learning also gives explanations on how a language could be manipulated and changed to express idea of various topics or subjects in different types of text (Emilia, 2011: 32). In this case, grammar helps students achieve their communication purpose through a better writing and speaking. It is supported by Knapp and Watkins (2005: 39) who suggest teachers to use grammar as a productive potentiality, a technology useful in its role of helping to make the process of writing conscious for students.

From those importance of grammar explained above, grammar learning, therefore, brings several advantages for senior high school students either in comprehending or producing texts. With comprehensive grammatical texts they

can communicate their various meaning accurately, appropriately, acceptably, and meaningful.

3. Genre-based Grammar for Senior High School Students

The aims of the teaching of English in the senior high school level, as stated in the 2006 School-level Curriculum are to develop the ability to communicate in English either in the spoken or written form to reach the informational level of literacy; the level in which students are able to use English to access knowledge, to have awareness about the nature and the importance of English to increase the nation's competitiveness in the global community, and to develop understanding about the interrelation between language and culture. In principle, the scope of an English lesson for Grade X students include three competences namely: (a) discourse competence, that is the competence to comprehend and/or produce texts in written or oral form, (b) the competence to comprehend and produce various short functional texts, monologue, and essays in certain genre, and (c) supporting competence includes linguistic competence (i.e. using grammar, vocabulary, pronunciation, punctuation), socio-cultural competence (i.e. using acceptable expression either in formal or informal), and strategic competence (i.e. how to solve problems happen during communication process).

As what revealed above, grammar takes part in students' learning much today because it is one of the components included in the main aimed competence they should acquired. It is supported by Emilia (2011: 22) who argues that the teaching of grammar enables students to write, read, listen, speak, and even

evaluate texts written in the genre that should be taught. Teachers then are required to choose the most suitable grammar for them.

For SMA Grade X students, the texts they should learn are procedures, recounts, narratives at the first semester, and descriptive and news item texts at the second. The grammar they should learn is different in each text. In procedure texts, for instance, they should learn how to use the simple present tense to create a sense of timelessness while in the genre of narrating they use the simple past tense.

Emilia (2011) says that the learning approach of English which is including such the grammar learning stated above is based on what is called systematic functional linguistics genre-based approach (SFL GBA) and Australia is the pioneer for developing such approach. In this approach grammar learning reminds significant to be explicitly held.

Two experts of genre-based approach in Australia, Knapp and Watkins (2005: 31-32) propose the term genre-based grammar which is developed in SFL GBA. They define it as a name for the resources available to students who use a language system for producing text. It might be suitable for senior high school students including Indonesians because this grammar covers rules needed in genre-based learning. It manages different rules in different texts. They argue that without genre, grammar is too abstract to be effectively teachable because it pedagogically only become meaningful when it is linked to the purpose and function of texts.

This grammar, they explain, concerns on how particular text is put together using three considerations. First, it considers how a text is structured and organized due to the characteristics of a particular genre in relation to purpose, audience, message, and structure. These characteristics include such as sentences, tense, reference, cohesion, and so on. Second, it considers the syntactical aspects of grammar; for example the appropriate use of any part of speech, plural, article, agreement, and the like. Last, it considers not only about the rules of a language, but also the way written English functions communicate experiences and knowledge of the world. Therefore, grammar needs to deal with three perspectives: the generic, the textual, and the syntactical.

Meanwhile, this study concerns on the grammar of narrative and recount texts. Because they are in the same genre of narrating as stated by Peter and Knapp, the grammatical features are mostly similar. They are explained as follows:

- 1) These texts are typically written in past tense unless quoting direct speech; for example,

The farmer **went** into the house and he gave a little pouch to Timun Mas.
“This **will** help you to fight off the giant.”

- 2) In events sequences, they mainly use action verbs; for example,

Timun Mas **ran** and **succeeded** to fight the giant.

- 3) Meanwhile they use mental verbs in reflections/evaluations; for example,

They never had to **fear** the giant again.

- 4) They use temporal connectives; for example,

Finally, they live happily ever after.

- 5) They often use action verbs metaphorically to create effective images; for example,

Their promise to the giant always **whispers** them fear of losing their daughter.

In addition, Derewianka in Emilia (2011) has extra grammatical feature of narratives. They use special and recognizable connectives like once upon a time.

4. Addressing Grammar within Task Work

Before the explanation of grammar addressed within task work, what task actually is needed to be understood. Here are some definitions of task. Bygate, Skehan, and Swain (2001) state a task is an activity which requires students to use language, with emphasis on meaning, to attain certain objectives. However, Nunan (2004: 4) defines a task as a piece of classroom work that involves students in comprehending, manipulating, producing or interacting in the target language. He also argues that tasks are the deployment of grammatical knowledge to express meaning, highlighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings. So, a task is a classroom activity in which the students use their available language sources to attain certain objectives by comprehending, manipulating, producing, or interacting in the target language.

When addressing grammar within task works it is important to know the element of a task. There are six components proposed by Nunan (2004: 41-72). They are goals, input, activity, teacher role, learner roles, and setting.

The further explanation is as follows.

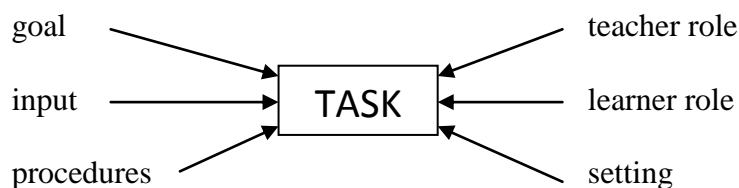


Figure 1: The Six Components of a Task Proposed by Nunan

1) Goals

Nunan (2004: 41) states that goals are the vague, general intentions behind any learning task. In other words, a task is considered to be effective if the activities facilitate the students to achieve the goal of the task; they are to help the students to achieve some expected competence, to get knowledge of the target language, and to get skills in using the target language. In addition, a task should provide opportunities for the students to be able to get some knowledge about the language and/or be able to use the language. Also, the goal must be feasible, of course.

Further Nunan (2004: 42) says that the most useful goal statements are those that relate to the students not the teacher, and those that are couched in terms of observable performance. He also states that the indicators of course grids set out observable behaviours that can be used to determine whether or not students have met the standards.

2) Inputs

Input consists of data that students work with in the course of completing a task in the spoken, written, or visual form (Nunan, 2004: 47). The purposes of

input in a task are to provide a model to students and to make them practice to comprehend. It could be from real-life or authentic source such as a letter, menu, street map, and so on. The input of a task must be “input+1” to gain the students’ comprehension. Krashen (1982 in Nunan, 2004: 79) called this level of input “i+1”, where “i” is for the language input and “+1” is for the next stage of language acquisition. It means that the input should be one level higher than the current proficiency of the students. In addition, the input should have a particular focus to be learned.

3) Procedures/activities

Procedure is the specification of what students will actually do with the input that forms the point of departure for the learning task (Nunan, 2004: 52). The procedure or the activity for delivering a task determines how successful the class is. It is due to when carrying out task, the learning happens when students interact to express their meaning and/or to work to understand others to solve the problem they face to. In the interaction, there is a negotiation between knowledge they hold and the new knowledge they get from the discussion with their friends. These interaction, then, are packed in the well-delivered and well-managed activities.

4) Teacher and Student Roles

Students and teachers play certain role(s) in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004: 64). Teacher roles may vary in different kind of tasks and the student roles as well. The roles of a teacher are commonly as monitor, task manager, instructor, and as selector and sequencer of the task. She/he prepares their students for tasks.

Meanwhile, the student roles are as group participants, monitors, risk-takers, monitors and innovators.

5) Setting

In developing a task, it is important to consider the setting; whether the task should be done in pairs or small groups or individually and it is done in how many minutes. Nunan (2004: 71) defines the setting of a task as classroom management.

Meanwhile, to complete a task, students use their available language resources and are leaded to real outcomes (Richards and Renandya, 2002: 94). Richards (2002) adds that the grammar learning can be addressed at different stages below.

a) Prior to the task

This stage includes two goals. They are to give language support that can be used in completing a task and to clarify the nature of the task so that the students might concern more on the linguistic accuracy than on how to accomplish the task. Here, the activities are aimed to teach language which will be relevant to task performance. They can be accomplished in the following ways.

1) By pre-teaching certain linguistic forms needed in completing a task

Students might be exposed to materials which are related to the task and learn some key vocabularies which might be needed in the task completing. They also have opportunity to read and examine model of the task completion or even practice the task completion. Other pre-task activities include brainstorming activities, vocabulary classification tasks, and prediction tasks.

2) By reducing the cognitive complexity of the task

Students might have a chance for a prior rehearsal task by watching a video of some students doing a similar task or a simplified version of the task like they will accomplish.

3) By giving time to plan the task

Students might have time allocated to plan their performance better. They could generate their vocabulary; consider a range of strategies for solving problems, choosing the best way to accomplish the task, and so on. The availability of planning time also affects the accuracy with which the learners use some target-language forms.

b) During the task

Grammar learning can be facilitated during the completion of task by choosing how the task will be carried out. There are some factors affecting students' performance and their teachers need to take them into account. They are:

1) Participant

It will be better for students to work in pairs because there will be greater shared information than when they work in groups consisting many members.

2) Procedures

A task might be more manageable if it is divided into several shorter subtasks. Thus, students do not have to accomplish many tasks at a time which may affect their accuracy.

3) Resources

Materials or resources might provide students with non-linguistics information so that they can focus more on their planning and performance. If there is limited time to have planning, the resources might include the model of English grammar that students will learn.

4) Order

The order of a task in relation to other tasks may influence the use of target structures. A prior task, for example, can provide structures needed to accomplish the current task.

5) Product

The product focus of a task will also influence the extent to which students have an opportunity to attend to linguistic forms.

c) **After the task**

After completing a task, students might improve their grammatical appropriateness through these following activities.

1) Public performance

Students perform the task in front of the class or in the other groups. It might help them re-construct their language with more appropriate grammar.

2) Repeat performance

Student might repeat the task they have accomplished but with an element modified or some like the duration.

5. Assessing Genre-based Grammar Learning

There are many types of item used to test students' awareness of the grammatical feature of the language. Heaton (1975: 34), proposes seven items; they are multiple-choice, error recognizing, rearrangement, completion, transforming, 'broken sentence, and addition items, also items involving the changing of the words.

Because grammar is learnt in genre-based approach, those items will be embedded in texts. According to Heaton (1975: 36) grammar tests in this way may provide natural, contextualized test items. These tests might be more interesting and provide fairly authentic contexts. He argues that they are better than short contextualized sentences which might lead to ambiguity.

a. Multiple-choice items

Multiple-choice items have been constructed in various types, but the important consideration is that the items should effectively test learners' grammar, be as natural as possible, and there is just one correct option.

- e. g: Choose the correct answer.
 ... was Robert late last week?
 A. How much
 B. How many
 C. How often
 D. How long

b. Error recognition items

The common type of error recognition is also in the format of multiple-choice. For example, an item is a sentence including an error and students should choose one of them. Then, they should write the correct one. The errors are

contextualized language test items. Also, they might include interesting and fairly authentic context in which real language used for a particular purpose.

B. Relevant Studies

Because grammar learning has been a common problem in Indonesia nowadays, there are several studies which try to solve it. Muhammad (2009) developed some effective tasks for the learning materials of junior high school math teachers in Sleman, Yogyakarta. The result showed that the use of guided and independent tasks proved effective for grammar learning. It is indicated by mean scores which ranged from 3.68 - 4.12 and the standard deviation which ranged from 0.34 - 0.67.

Another attempt in solving the grammar learning problem was made by Pratiwi (2004) by using different learning media. It is interactive multimedia. She found that students effectively learnt grammar using interactive multimedia. The design of the media is considered applicable and acceptable through the indicators of means which ranges from 3.28-4.25.

Meanwhile, the problem of grammar learning is also found in ASIA. Nunan (2006) found that grammar learning could be effective through “notice” grammar. This grammar is useful to teach students how to apply their grammar knowledge in spontaneous speech. Also, explicit grammar knowledge can foster the acquisition of implicit knowledge through noticing. Those examples of study in grammar learning less and more support the researcher to develop this study.

C. Conceptual framework

Grammar is a description or a study of the rules that govern how sentences of a language are formed to construct meanings correctly and appropriately. Although people might think that it is complicated, grammar is now learnt because of its advantages. It brings comprehensibility, accuracy, meaningfulness, appropriateness, acceptability in communication either in oral or spoken form. It also builds more detailed context for clear meaning in writing. To senior high school students, it is beneficial for them to learn grammar to comprehend and produce texts. With comprehensive grammatical texts they can communicate their various meanings accurately, appropriately, and acceptably.

The advantages of grammar above are significant in meeting the aims of the teaching of English in the senior high school level, as stated in the 2006 School-level Curriculum because grammar is one of the affecting elements included in the main aimed competence that should be acquired by students.

To gain those aims, there is genre-based grammar which is one of grammar learnt based on genre-based approach. The items of this grammar teachers teach are the ones through which their students could use them to comprehend and to write good texts. This study was aimed to concern the grammar of narrative and recount text. It would focus on written forms because senior high school students need more grammatical texts than grammatical speeches.

In narratives and recounts the grammatical features might differ from other texts. Those might be learnt best through task completion. A task which is regarded as an activity or an action which is carried out as the result of processing

and understanding a language has components, namely goal, input, activity, teacher role, student roles, and setting (Nunan, 2004: 41-75). Those components should be managed well to meet successful grammar learning. Richards (2002) proposes that it might be addressed at different stages including prior to the task, during the task, and after the task.

Because grammar is learnt in genre-based approach, the assessment is embedded in texts. Heaton (1975) suggests seven types of item of grammar test. They include multiple-choice, error recognizing, rearrangement, completion, transforming, 'broken sentence, and addition items, also items involving the changing of the words.

CHAPTER III

RESEARCH METHOD

This chapter presents the method which was used in this research. The chapter consists of the design, subjects, procedure, instruments, data collection, and data analysis techniques of the research.

A. Research Design

This research is classified into educational research and development (R & D). According to Gall, Gall, and Borg (2003: 569), educational research and development is an industry-based development model which the findings are used to design new products and procedures. In this research, the developed product is a set of learning tasks. They are genre-based grammar tasks for Grade X students of MAN Yogyakarta III in the academic year of 2012/2013. The tasks were developed systematically. In their production, they were field tested, evaluated, and revised until they met specified criteria of the effectiveness, quality, and some standards.

B. Subjects of the Research

The subjects of this research are some senior high school students, an English teacher, a material writing expert, English tutors of an English course, and some English Language Education Department students. They were involved in different stages. In try-out stage, the subjects were supposed to be Grade X students of MAN Yogyakarta III in the academic year of 2012/2013. There were

seven classes of Grade X in this school with 26 students per class. The research were planned to have small random sampling since it was more feasible, economical and the fewer the students involved the more valid the data would be.

However, the researcher could not use random sampling and used purposive sampling instead. Such sampling is proposed by Patton (2001). To do so, the English teacher of Grade X chose the appropriate class for her. She chose Class XA students as the sample group. Then, Class XA was divided into two groups like what Dick & Carey (in Gall, Gall, and Borg, 2003: 570) propose that try-out groups might consist of individual and field try-out groups. In this research, Class XA was divided into the individual try-out group which consisted of three students and the field try-out group which consisted of 23 students.

Meanwhile, the subjects of the evaluation stage are a material writing expert who was the researcher's second supervisor, the English teacher of Class XA, English tutors of an English course, and English Language Education Department students of Yogyakarta State University semester twelve.

C. Procedure of the Research

The procedure used in this research follows the steps of material production proposed by Jolly and Bolitho (in Tomlinson, 1998:98). The steps can be seen in the figure below.

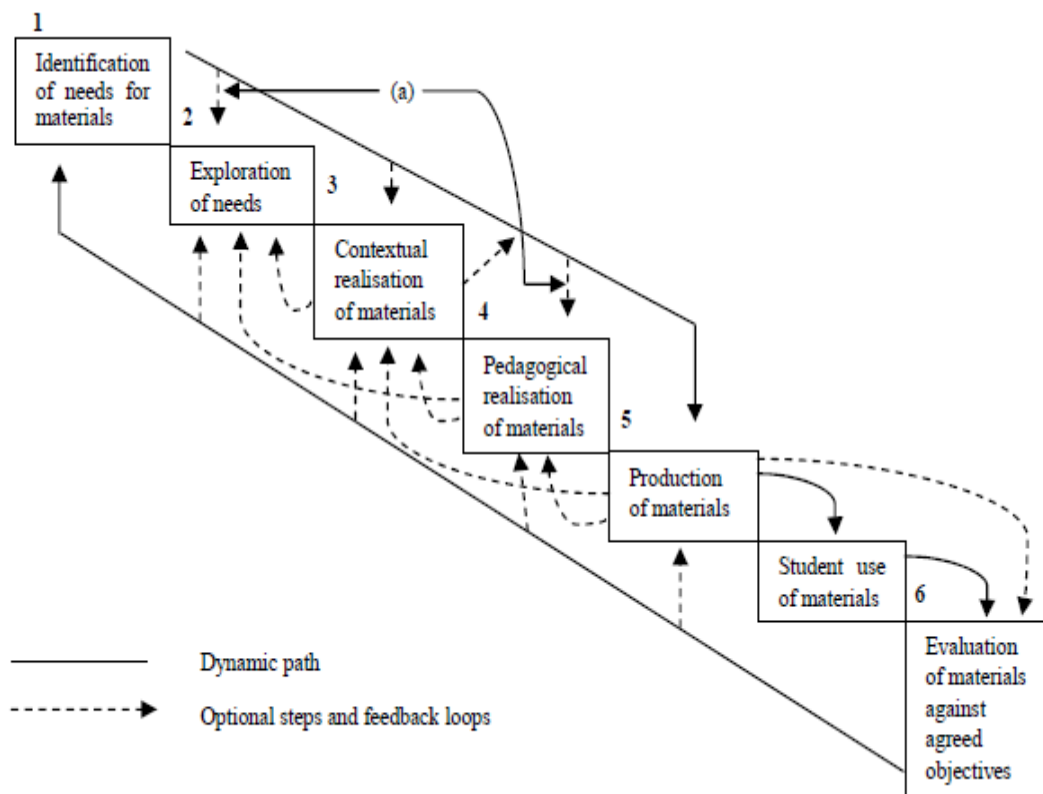


Figure 2: **The Process of Material Writing**

Figure 2 shows the basic steps of the material writing; identification of needs for materials, exploration of needs, contextual realisation of materials, pedagogical realisation of materials, production of materials, student use of materials, and evaluation of materials against agreed objectives.

However, the researcher had to modify the process because of the time limitation and the feasibility. Here is the modified process.

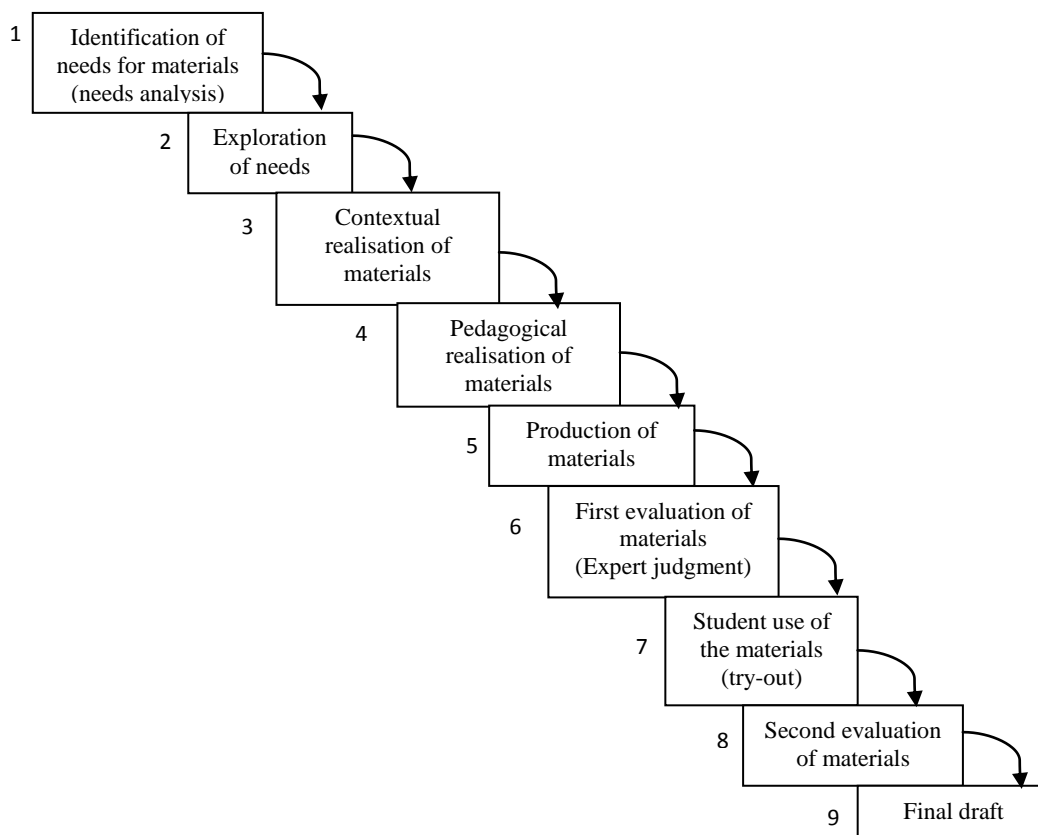


Figure 3: The Modified Process of Materials Writing

Figure 3 shows the modification of the materials writing process which was determined by some reasons. Here is the detailed description of the modified process of the materials writing.

1. Identification of needs for materials (needs analysis)

The first step of materials writing was identification of the students' needs either the target or learning needs. Hutchinson and Waters (1987: 53-63) state that a needs analysis includes target and learning needs. The target needs analysis was conducted to know the students' necessity, lack, and wants of grammar knowledge. Meanwhile, the learning needs analysis was conducted to know the

students' needs in order to learn. The data of the students' learning and target needs were collected through a questionnaire given to the students and an interview with the English teacher before the data were analysed further by the researcher in the next step.

2. Exploration of needs

The results of the target and learning needs analysis were explored to know what grammatical features to be included in the developed tasks. The chosen grammatical features were the ones that the students found them difficult in dealing with recount texts and some of the teacher's suggestions. Exploration of needs elaborated the area of needs so that it made the needs analysis more detailed in terms of the learning goals and objectives.

3. Contextual realisation of materials

Knowing the needs to be fulfilled by the creation of the materials, the researcher found out appropriate ideas and contents. First, the researcher selected the texts the students should work with. After compiling the texts from several sources like books and web pages, the researcher adapted them based on the students' characteristics and moral values in the surrounding culture. Then, the researcher changed some vocabulary in the input texts, the length of the texts, the setting, and the like.

4. Pedagogical realisation of materials

In pedagogical realisation of materials, the researcher found out about appropriate exercises and tasks for the students to do and arranged them into the appropriate order based on the task grading proposed by Nunan (2004). Then, the

pedagogical realisation was followed by the writing of instructions for each developed task. The results of contextual and pedagogical realisation of materials were written on course grids.

5. Production of materials

In producing the materials, the researcher worked on the appropriate layout, type size, visuals, and the size of the book. She also managed the content of the developed tasks such as the language used, quality of the texts, grammar, etc. The product here would be the first draft which was firstly evaluated by an expert before being implemented in the try-out stage.

6. First evaluation of materials (expert judgment)

The first evaluation (expert judgment) was done by a material writing expert who was the second supervisor of the researcher. This stage was added in the process in order to have validation of the materials. It was also aimed to minimize grammatical and physical errors of the developed materials. The results of the expert judgment showed that the developed tasks need to be revised. Then, the result of the revision was the second draft which was used in the try-out stage. The detailed results of the expert judgment and the revision are explained in Chapter IV of this thesis.

7. Student use of the materials (try-out)

After finishing the second draft, the researcher made copies of the materials as the number of the students in the two chosen groups and distribute them. Then, in the beginning of the try-out, the researcher explained the tasks to the students and what they should do with them. The students accomplished the tasks and

discuss them with the English teacher. Meanwhile, the researcher saw whether or not the materials were appropriate for them.

8. Second evaluation of materials

After the try-out was done completely, there was second evaluation of the materials. It was aimed to know whether or not the tasks meet the students' needs from the perspectives of the students, the English teacher, English tutors of an English course, and some English Language Education Department students. To gather their agreements toward the developed materials, the researcher administrated the third and fourth questionnaires. Besides, the researcher interviewed three students of the try-out stage. The results of the questionnaires and the interview were analysed then to answer the questions of the problem in this study.

9. Production of the final draft

The results of the second evaluation were used to write the final draft. Although this draft might be developed more effective and attractive for the students, the final draft was ready to use as teaching and learning materials.

D. Research Instruments

The instruments used in this research were questionnaires and interview guidelines. They were used for different purposes and distributed at different occasions. There were four questionnaires. The first gathered the data for the need analysis, i.e. what grammatical features of texts that the students wanted to learn, why they wanted to learn them, what effort the students did to learn grammar

before, what sources they needed, what learning setting they wanted to have, their difficulties in learning grammar and their characteristics. The questionnaire consisted of five and more options of the specification of the tasks including the goal, input, activity, setting of the task, and teacher and the learner roles.

The other three questionnaires were used for evaluating the developed materials. For these questionnaires, the researcher used Likert Scale with specifications: one point for SD (*Strongly Disagree*), two points for D (*Disagree*), three points for SWD (*Somewhat Disagree*), four points for A (*Agree*), and five points for SA (*Strongly Agree*). The second questionnaire was distributed to have an expert judgment. The aim is to identify and eliminate as many problems as possible before the try-out as what Alessi & Trollip suggest (2002: 548). The result of the expert judgment was used to revise the first draft of the developed materials. The third questionnaire was administrated to the English teacher, English tutors, and English Language Education Department students. The fourth questionnaire was distributed to the students after the materials being tried out.

In making the questionnaires, the researcher combined open-response items and selected-response items. The organisation of the first questionnaire is presented in the table below.

Table 1: The Organization of the Needs Analysis

No	Criteria of the Questions	The Purpose of the Questions	Item Numbers	References
1.	Students' Profile	to find out the information about the students' profile	1, 2, 3, 4,	Hutchinson & Walters (1987: 63)
2.	Goals	to find out some materials which are needed	5	Nunan (2004: 41-42)

3.	Topic	to find out the information about the students' preference of the topic of the materials	6	Nunan (2004: 47-49)
4.	Input	to find out the information about the students' preference of the input that the students need	7, 8	Nunan (2004: 47-49)
5.	Procedure	to find out the information about the students' preference of the learning activities	9	Nunan (2004: 52-63)
6.	Setting	to find out the information about the students' preference of the learning setting (they are the location, the time allocation, and the grouping of the teaching and learning process)	10, 11	Nunan (2004: 61-76)
7.	Teacher Role	to find out the information about the students' preferences of the teacher role during the teaching and learning process	12	Nunan (2004: 64-67)
8.	Evaluation	to find out the information about the students' preference of the kinds of evaluation activity	13	Hammond, <i>et al.</i> (1992: 23)
9.	Student's Opinion on Grammar	to find out the students' opinions on grammar and their effort to solve grammar problems or difficulties	14, 15, 16	

Table 2: The Organisation of the Experts Judgment

No	Criteria of the Questions	The Purpose of the Questions	Item Numbers	References
1.	Goal	to evaluate the goal of the developed tasks	1	Nunan (2004: 41- 42)
2.	Layout	to evaluate layout used in the developed tasks	2	Brown (2001: 142) Tomlinson (1998: 97)
		to evaluate the typesetting used in the developed tasks	3	Tomlinson (1998: 97)
		to evaluate the illustrations used in the developed tasks	4	Tomlinson (1998: 276)
3.	Instruction	to evaluate the effectiveness of	5	Tomlinson

(continued)

		instructions used in the developed tasks		(1998: 93)
4.	Input	to evaluate the comprehensibility of the input texts	6	Nunan (2004: 52-63)
		to evaluate the attractiveness of the input texts to the students' level	7	Nunan (2004: 52-63)
		to evaluate the length of the input texts	8	Nunan (2004: 52-63)
4.	Content	to evaluate the clarity of the grammar explanations	9	Brown (2001: 142)
		to evaluate the contribution of the grammar explanations to the students' learning	10	Nunan (2004: 47-49)
		to evaluate the ease of the tasks	11	Nunan (2004: 52-63)
		to evaluate the clarity of the questions used in every tasks	12	
5.	Vocabulary	to evaluate the vocabulary used in the developed tasks	13 & 14	Brown (2001: 142)
6.	Sequence	to evaluate the sequence of the tasks in the developed tasks	15 & 16	Brown (2001: 142) Hutchinson and Waters (1987: 62)
7.	Setting	to evaluate the effectiveness of the developed tasks setting	17	Nunan (2004: 70)
8.	Teacher Role	to evaluate the information about the teacher role in the teaching and learning process	18	Nunan (2004: 64)
9.	Learner Roles	to evaluate the effectiveness of the learner roles in the teaching and learning process	19	Nunan (2004: 64)
10.	General Opinion	to know the general opinion towards the developed tasks	1C	
11.	Feedback	to know the feedback of the developed tasks	2C	
12.	Suggestions	to get some suggestions to revise the developed tasks	3C	

Table 3: The Organisation of the Teacher's, English Tutors', and English Education Department Students' Agreements

No	Criteria of the Questions	The Purpose of the Questions	Item Numbers	References
1.	Goal	to evaluate the relevance of the developed materials to Standard of Competence of grade X senior high school	1	BNSP (2006) Nunan (2004: 41-42)
		to evaluate the relevance of the developed materials to the Basic Competency of Grade X senior high school	2	
		to evaluate the relevance of the indicators to the Basic Competency	3	
		to evaluate the relevance of the indicators to the activities of the developed materials	4	
		to evaluate whether or not the materials are developed to help the students to practice using their grammar in writing a short recount text	5	
2.	Input	to evaluate whether or not the input texts are interesting	6	Nunan (2004: 47- 49)
		to evaluate whether or not the texts are comprehensible	7	
		to evaluate whether or not the length of the input texts is appropriate to the students' level	8	
3.	Topic	to evaluate whether or not the topics are interesting for the students	9	
4.	Instruction	to evaluate whether or not the instructions of each unit are clear	10	Tomlinson (1998: 93)
5.	Content	to evaluate whether or not the explanations of grammar are understandable	11	Nunan (2004:52-63)
		to evaluate whether or not the explanations of grammar motivate the students to learn	12	

(continued)

		to evaluate whether or not the tasks are easy to accomplish	13	
		to evaluate whether or not the questions in the developed materials are understandable	14	
6.	Procedure	to evaluate whether or not the activities used in the developed materials are sequenced from guided to free	15	Nunan (2004: 52-63)
		to evaluate whether or not the activities are sequenced from easy to difficult	16	
		to evaluate whether or not the activities are varied and interesting	17	
7.	Setting	to evaluate whether or not the setting of the developed materials meet students' need	18	Nunan (2004: 70)
8.	Teacher Role	to evaluate the effectiveness of the teacher role shown in the instructions	19	Nunan (2004: 64)
9.	Learner Roles	to evaluate the effectiveness of the learner roles shown in the instructions	20	Nunan (2004: 64)
10.	Vocabulary	to evaluate whether or not the developed materials help the students to acquire more vocabulary	21	Brown (2001: 142)
		to evaluate whether or not the vocabulary is simple and understandable	22	
11.	Layout	to evaluate whether or not the layout used in the developed materials is legible	23	BNSP (2006)
		to evaluate whether or not the layout is interesting	24	Tomlinson (1998: 97)
		to evaluate whether or not the illustrations used in the developed materials are clear and help in the students comprehension	25	

(continued)

		to evaluate whether or not the materials arrangement is systematic	26	Brown (2001: 142) Hutchinson and Waters (1987: 62)
--	--	--	----	---

Table 4: The Organisation of the Students' Agreements

No	Criteria of the Questions	The Purpose of the Questions	Item Numbers	References
1.	Goal	to evaluate whether or not the developed materials help the students in learning grammar	1	Nunan (2004: 41-42)
3.	Input	to evaluate the comprehensibility of the input texts	2	Brown (2001: 142) Nunan (2004: 47-49)
		to evaluate the attractiveness of the input texts	3	
		to evaluate whether or not the length of the input texts is appropriate to the students' level	4	
3.	Topic	to evaluate whether or not the topics are interesting for the students	5	
4.	Instruction	to evaluate whether or not the instructions used in the developed units are clear	6	Tomlinson (1998: 93)
5.	Content	to evaluate whether or not the explanations of grammar are understandable	7	Nunan (2004:52-63)
		to evaluate whether or not the explanations of grammar motivate the students to learn	8	
		to evaluate whether or not the tasks are easy to accomplish	9	
		to evaluate whether or not the questions in the developed materials are understandable	10	

6.	Procedure	to evaluate whether or not the activities used in the developed materials are sequenced from guided to free	11	Nunan (2004: 52-63)
		to evaluate whether or not the activities are sequenced from easy to difficult	12	
		to evaluate whether or not the activities are varied and interesting	13	
7.	Setting	to evaluate the effectiveness of the setting in the developed materials	14	Nunan (2004: 70)
8.	Teacher Role	to evaluate the effectiveness of the teacher role shown in the instructions	15	Nunan (2004: 64)
9.	Learner Roles	to evaluate the effectiveness of the learner roles shown in the instructions	16	Nunan (2004: 64)
10.	Vocabulary	to evaluate whether or not the developed materials help the students to acquire more vocabulary	17	Brown (2001: 142)
		to evaluate whether or not the vocabulary is simple and understandable	18	
11.	Layout	to evaluate whether or not the layout used in the developed materials is legible	19	BNSP (2006)
		to evaluate whether or not the layout is interesting	20	Tomlinson (1998: 97)
		to evaluate the illustrations used in the developed materials	21	
		to evaluate whether or not the tasks arrangement is systematic	22	Brown (2001: 142) Hutchinson and Waters (1987: 62)

Meanwhile, the interview guidelines were used for the needs analysis and the evaluation of the materials. The first guideline was used for the interview with the English teacher. Meanwhile, to support the data from the fourth questionnaire, the second guidelines were used for the interview with the students. As information, the interview was held with two students of the field try-out group and the other was the student of the individual try-out group. From the interview, the researcher gained feedbacks, opinions, and suggestions that were very useful to develop and revise the materials.

E. Data Collection Techniques

The data collection of this research followed the steps below.

1. Distributing the first questionnaire

The first questionnaire consisted of multiple choices and the students were asked to choose one or more options from several provided options. In some questions, they might have another answers based on their preferences. Since the results of the questionnaires were used as considerations in developing the materials, the questionnaires were distributed to both individual and field try-out groups.

2. Conducting an interview with the teacher

The interview with the teacher was done before developing the materials. It was meant to get information about the students' target needs, especially their necessity and lacks of grammar knowledge. In this interview, the researcher asked the questions from the interview guidelines and recorded the teacher's responses.

3. Distributing the second questionnaire

The second questionnaire of this research was for expert judgment. It comprised about the aspects of the content, instructional quality, and technical quality in printed materials. This questionnaire was distributed before the materials being tried out. This expert judgment was also used as validation. The result of the second questionnaire showed that the materials were not appropriate yet to implement because there were some points to be revised. The detailed result will be discussed in Chapter IV.

4. Distributing the third questionnaire

The third questionnaire was administered to the English teacher of Class XA of MAN Yogyakarta III, two tutors of an English course, and some English Language Education Department students. This questionnaire was meant to get their agreements to evaluate the second draft of the developed materials.

5. Distributing the fourth questionnaire

After the tasks were tried out to the students, the fourth questionnaire was distributed later on different days. It was meant to avoid the students' invalid responses to the product because they might have been tired or even frustrated after working out the tasks.

6. Conducting an interview with the students

To support the validity and reliability of the responses to the fourth questionnaire, the researcher interviewed some students representing each group in the try-out stage to get their opinions and she also asked the English teacher for

some suggestions. Those opinions and suggestions from both the students and the teacher were recorded and transcribed as considerations to produce the final draft.

F. Data Analysis Techniques

The data obtained from the interview and questionnaires were then analysed based on the data type. First, the data from the questionnaires were analysed quantitatively. The scores of the first questionnaire (need analysis) in every item were summed up and transferred into percentage forms. The two highest percentages were considered as representing the students' needs. The scores of the evaluation questionnaire for the experts, the English teacher, the English tutors, the English Language Education Department students, and students of the try-out stage were analysed using descriptive statistics. According to Gall, Gall, & Borg (2003), descriptive statistics are used to indicate the main score in the variability of the score of the sample. It enables the researcher to use one or two numbers (mean and standard deviation) to represent the individual score of all the subjects in the sample.

The second, third, and fourth questionnaires used Likert Scale with five specifications. They were one point for *Strongly Disagree*, two points for *Disagree*, three points for *Somewhat Agree*, four points for *Agree*, and five points for *Strongly Disagree*. The researcher summed up the points of every item and found the mean of those scores. The value of each mean in each component of the tasks showed the effectiveness of the developed materials.

Then, the researcher used Data Conversion proposed by Sudijono (2003:335) to measure the quality of the developed materials. It is presented in this following table.

Table 5: **The Quantitative Data Conversion**

Scale	Categories	Interval of Mean Value	
		Formula	Computation
5	Very Good	$X > Xi + (1.8 \times Si)$	$X > 4.2$
4	Good	$Xi + (0.6 \times Si) < X \leq Xi + (1.8 \times Si)$	$3.4 < X \leq 4.2$
3	Fair	$Xi - (0.6 \times Si) < X \leq Xi + (0.6 \times Si)$	$2.6 < X \leq 3.4$
2	Poor	$Xi - (0.6 \times Si) < X \leq Xi - (0.6 \times Si)$	$1.8 < X \leq 2.6$
1	Very Poor	$X > Xi - (1.8 \times Si)$	$X \leq 1.8$

Meanwhile, the qualitative data gained from the interview were analysed through five processes. They were the preparation of the data, the familiarity of the data, interpreting the data, verifying the data, and representing the data (Denscombe, 2007: 288-303). Because the analysis was iterative, those processes did not actually take place as a logical sequence. So, it would be better to make the data in raw condition. The processes are explained below:

First, before the data were analysed the researcher prepared them. The data gathered from the interviews were recorded, transcribed, and copied for back-ups. Then, the data were organised in compatible format. In the right side of the column of the data typed, there was a space provided to have notes or comments. In addition, each piece of 'raw data' was identified with a unique serial number for reference purpose.

Second, the researcher read and re-read the prepared data until she understood them in deep. Third, to interpret them, the data were put into codes,

categorized based on the expected information. Meanwhile, the data which were not needed were reduced. Fourth, after being interpreted, it is vital for qualitative data to be verified to know whether or not they are accurate and appropriate. Here, she verified the data using respondent validation in which she asked the respondents whether all sentences in the transcripts were accurate or not. Finally, the data were ready to be presented.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings on the needs analysis, the course grid, the developed units, the expert's judgment, the evaluation of the tried out units, and the revision of the developed units are further analysed and discussed.

A. Research Findings

1. The Results of the Needs Analysis

The needs analysis was conducted on November 1st, 2012 in order to get the description of the students' profile and needs. First, the needs analysis was done by administering the need analysis questionnaire to the students. Also, it was done through interviewing the English teacher who had observed the students' profile for months. The detailed results of the needs analysis are presented as follows.

a. The Description of the Students' Profile

The respondents of the needs analysis questionnaire were Class XA students of MAN Yogyakarta III. Below are the data of the students.

Table 6: **The Students' Profile**

Group of Respondents	Sex		Age		
	Female	Male	14	15	16
Students of Class XA	14	12	6	17	3

b. The Description of the Target Needs

The data of the target needs were gathered from the first questionnaire and the interview with the English teacher. The data show what the students needed to learn including their wants, lacks, and necessities. For some numbers, the students were allowed to choose more than one option. The following table presents the data of the target needs analysis based on the questionnaire.

Table 7: **Target Needs**

Aspect	No	Statements	Percentage
Goal	5.	The students' expectations of English grammar learning are	
		a. able to comprehend texts better	69%
		b. able to write texts accurately	65%
		c. to get good score	8%
		c. to enrich their knowledge	42%
		d. others ... to be able to speak accurately	15%
	14.	For the students, grammar is ... to learn.	
		a. very easy	4%
		b. easy	8%
		c. somewhat easy	31%
		d. difficult	42%
		e. very difficult	0
	16.	With the students' current knowledge, grammar features that they prefer are	
		a. past tense sentences	50%
		b. affirmative, negative, and interrogative sentences	42%
		c. noun phrases	35%
		d. prepositions (<i>at, on, in</i>)	19%
		e. articles ' <i>a/ an and the</i> '	23%
		f. personal pronouns	23%
		g. countable and uncountable nouns	58%
		h. others ...	
		1) smart solutions to work on exercise	4%
		2) all grammar features	4%
		3) arranging paragraphs	4%

The data show that most of the students found out grammar learning difficult. It is proved by 42% of them who voted 'difficult' choice and 31% chose 'somewhat easy'. The results of the questionnaire also show that they expected to have a grammar learning to help them to comprehend texts better and 69% of them voted it. Besides, their second expectation on the grammar learning was to help them to be able to write texts accurately. The percentage of those selecting it is 65%. Hence, grammar learning was needed by the students.

In addition, the students preferred to learn about countable and uncountable nouns and the result of the needs analysis show that 58% of them voted it. The result also show that 50% of them preferred to learn about the simple present and past tenses.

The results of the target needs analysis were supported by the data gained from the interview with the English teacher. According to her, the students needed to learn grammar because they lacked the knowledge of some grammatical features such as tenses, parts of speech, and word order. In addition, she suggested that the researcher use recount texts in the teaching and learning process. The detail of the interview can be found in the *Appendix I*.


c. The Description of the Learning Needs

The data of the learning needs show what the students need to do in order to learn. They cover the input, classroom activities, teacher role, learner roles, setting, and evaluation. Those data were gained from the first questionnaire which is described in the following table.

Table 8: **Learning Needs**

Aspect	No.	Statements	Percentage
Input	6.	The topics of the developed units the students want are	
		a. education	15%
		b. social life community	19%
		c. family and friends	50%
		d. environment	15%
		e. daily life	61%
		f. holiday	81%
		g. flora and fauna	19%
		h. history	11%
		i. legend	15%
		j. others	0%
	7.	The input texts of the reading material that the students want are	
		a. short stories	65%
		b. movie transcripts	46%
		c. articles from magazine and newspaper	15%
		d. articles from internet	8%
		e. texts and pictures	54%
	8.	The length of the input texts that the students want is	
		a. <250 words	23%
		b. 251-350 words	46%
		c. 351-450 words	15%
		d. >450 words	4%
Activity	9.	The activities of grammar learning that the students prefer are	
		a. rearranging jumbled sentences	4%
		b. filling in blanks	42%
		c. identifying sentence errors in a text	58%
		d. correcting sentences errors in a text	27%
		e. writing texts of personal experience	8%
		f. matching	11%
Setting	10.	The students want the teaching and learning process to take place	
		a. in the classroom	15%
		b. in the library	27%
		c. outside the classroom	85%
	11.	The students prefer to do the task	
		a. individually	54%
		b. in pairs	27%
		c. in groups	61%
		d. in whole class discussions	23%

Teacher role	12.	During the teaching and learning process, the students prefer the teacher to	
		a. take around the class and monitor the students doing the tasks	0%
		b. take around the class and help the students do the tasks	58%
		c. help the students develop their ideas by being a prompter	58%
		d. give examples before asking the students to do the tasks	27%
Learner roles	15.	If the students get difficulty in learning grammar, what is their effort to solve it?	
		a. asking friends	77%
		b. asking the teacher	65%
		c. reading grammar books	50%
		d. finding the solution from another source like internet	42%
Evaluation	13.	At the evaluation phase, the students prefer to	
		a. fill in blanks	38%
		b. identify sentence errors	11%
		c. rearrange jumbled sentences	4%
		d. write texts of their own experience	38%
		e. complete a text	19%

 : The two highest scores

The first questionnaire includes several aspects. Those represent the data of the students' needs. The two highest choices of the statement in the needs analysis questionnaire are used as considerations to develop the units. In addition, the data are supported by the result of the interview with the English teacher (see *Appendix I*).

The first aspect of the needs analysis questionnaire is input. The topic of the units that the students wanted the most was holiday and the results show that 81% of the students voted it. The others (61%) selected daily life as the second preferred topic. The teacher also agreed that daily life and holiday were appropriate topics for them. Meanwhile, the input texts of the units that the

students wanted were short stories and the number of them who voted it was 65%. It was also agreed by the teacher. The second choice was texts and pictures with 54% of the students choosing it. The length of the input texts that they wanted was about 251 to 350 words, chosen by 46% of them. The results also show that 23% of them wanted the texts which consisted of more than 250 words.

In terms of the activities of the grammar learning, 58% of the students preferred identifying sentence errors in a text. The second choice was filling in blanks and the result show that 46% of them chose it. Supporting the data, the result of the interview with the English teacher shows that the students liked activities such as matching, guessing, and arranging sentences.

The next aspect is the setting. The results of the needs analysis show that 61% of the students preferred to work out the tasks in groups. Besides, 54% of them voted to accomplish the task individually. The English teacher agreed and thought that they preferred individual works because of their egocentricity.

The other aspect is the teacher role. The students wanted the teacher to take around the class and help them do the tasks during the teaching and learning process. The statement is chosen by 58% of the students. In the same percentage, they chose the statement that the teacher should help them develop ideas by being a prompter.

The last aspect to analyse is evaluation. In the evaluation stage, the students preferred to have activities like filling in the blanks and writing texts of their own experience. The number of the students who chose the statements is

38%. Besides, the teacher suggested that the evaluation might be in tasks such as writing or correcting the grammar of a text.

2. The Course Grids

After identifying the target and learning needs, the researcher used the data to write course grids. The course grids were aimed to be guidelines for her to develop the units. The writing of the course grids was based on the results of the needs analysis, the Standard of Competence, and the Basic Competency.

Meanwhile, the course grids include the six components of task proposed by Nunan (2004). So, they consisted of the target students, goals, indicators, inputs of units, tasks (teaching and learning activity), teacher role, learner roles, and setting. The course grids are enclosed in the *Appendix C*.

3. The First Draft of the Developed Units

Before developing the units, the researcher consulted the course grids with the English teacher whether or not the units planned were appropriate to and effective for the students. From their discussion, they agreed to develop units about two grammatical features. They were the simple past tense and nouns (countable and uncountable). Because of the limited time, the units would be focused on the tense (the simple past tense) and the use of nouns in recount texts. Hence, the goals of the developed tasks were to enable the students to write short recount texts using the simple past tense and nouns appropriately. In that case, the units would be developed in two units.

Then, the course grids determined how the units would look like. They were developed based on Nunan's six components stated before. Here is the general outline of the unit.

The unit design:

- a. Unit Title
- b. Warming Up
- c. Let's Get Ready
- d. Let's Act
- e. Let's Check Your Competence
- f. List of Difficult Vocabulary

All units consist of the components mentioned before. First, the unit titles are according to the topics that the students like. They are holiday and daily life. In the same page, there is a warming-up paragraph that is intended to make the students aware of what they will study in each unit or the learning goals. It is also aimed to generate the students' attention. The third component is "Let's Get Ready". In this part (Lead-in), the students are given some pictures, vocabulary list or questions to help them prompt their background knowledge of the topic. This section leads the students to the main teaching and learning process in "Let's Act" section.

"Let's Act" section consists of many tasks which are graded from the easy to the more difficult ones and from the guided to the freer tasks. At the starting point, there is a task which is functioned like a pre test. It is important to have such a task because of the theory of Deductive Learning. Then, there are some explanations of the grammatical features that will be learned in the unit. Since the focus on the developed units is the grammar in written language, the explanations are about the use and spelling of the simple past tense and countable and

uncountable nouns. In addition, there are some explanations of prepositions of time and place (*at*, *on*, and *in*) in Unit 1.

The units also provide chances for the students to make a paragraph gradually. First, they are asked to arrange some words, write some sentences and write a short paragraph. These activities are aimed to help them do the evaluation well. As information, the evaluations used in the units are different from evaluations for writing skill. The reason is the focus of the evaluation in this study which is not how to make the students write a good paragraph but to make them write a paragraph using the correct and appropriate grammar.

After the main teaching and learning activities, there is a “Check Your Understanding” section. In this section, the students are given a task to check whether or not they have understood what have been taught in the teaching and learning process. They have to write a short paragraph. The last component in the developed units is “List of Difficult Vocabulary” section. It provides some difficult words which are found in the tasks and their meanings. Here are the more specific descriptions of the units.

a. Unit 1

Unit 1 is entitled *Unforgettable Moments* . At the beginning of the unit, there is a warming-up paragraph which tells the students that they will learn about the simple past tense. Coming after the attention opener paragraph is Task 1. In this task, they are asked to study several pictures taken from different tourism spots and tell their experience if they have ever been at the places. The pictures prompt

them to tell their past experiences. Task 2 then comes to make them aware of the language features that would be learnt. There are pictures and some sentences which use the simple present and past tenses. They are designed to help the students to know their different uses in two different situations.

“Let’s Act” section begins with Task 3 providing a chance for the students to check whether or not they are able to use the simple past tense in the correct situations. Here, there is an incomplete text which the verbs are omitted. The student should choose the appropriate verbs from the two choices for each number. Then, they should answer some questions to check their comprehension. Knowing their own competence, the students study an explanation of the simple past tense; that is in Task 4. The explanation is intended to enhance their grammar awareness. It provides the formulas of the affirmative, negative, and interrogative sentences of the simple past tense. It is also supported by another examples of the simple present, simple continuous, and simple past tense sentences. They are presented and explained in detail so the students can differentiate their uses.

Task 5 asks the students to complete a text which includes the uses of the simple present and past tense sentences. The task is more freer than what they have in the previous task. Then, Task 6 follows. It asks them to find some verbs in the text of Task 3. With this task, they are expected to understand the meanings of the verbs by guessing them from the context. This task is also as the starting point for the students to be aware of the spelling of the past-tense verbs that would be explained in the following task.

The next task is Task 7 which gives the students an explanation of the spelling of past-tense verbs. Here, they might see that not all verbs change in the past forms regularly. Then, there is a memory test about the changes of some irregular verbs in Task 8. In this task, the students may consult their answers to the list of irregular verbs at the end of the unit. After Task 8, Task 9 follows. Here, the students should check their understanding of the past simple tense, how they are used in the correct situation and their spelling. This task also leads the students to a task of time expression in the past. It is Task 12. However, before the task of time expressions, they should have an analysis task, Task 10. It includes a text with some past-tense errors. The students should decide whether or not some verbs are used correctly. If they find incorrect verbs, they are asked to write the correct forms. Then, Task 11 is provided to drill their understanding of the past-tense verbs through a crossword. They firstly have to finish some incomplete sentences to do it. Next, Task 12 in which they should match some sentences to the appropriate time expressions comes.

In Task 13, the students learn about the use of place prepositions '*at*, *on*, and *in*' from an explanation and practice their understanding in Task 14 by completing a text which the place prepositions are omitted. They also learn about time prepositions '*at*, *on*, and *in*' in Task 15 with the same kind of explanation and the same practice in Task 16. The tasks of preposition are meant to help the students write sentences better.

Besides the grammar tasks, some tasks of Unit 1 also provide chances for the students to use their grammar knowledge in writing. Task 17 is the starting point.

In this task, the students should rearrange some jumbled words into good sentences for eight numbers. Those sentences actually form a paragraph. The next task is Task 18 which asks the students to write some sentences using some clues. Then, Task 19 asks them to rearrange jumbled sentences into a good paragraph.

In “Let’s Check Your Competence” section or Task 20, the students check their competence by writing a short recount text. The focus of this task is to make them use the simple past tense correctly and appropriately. In other words, the task does not ask them to make long paragraphs. Because of the same reason, this task provides some questions to help them develop their ideas. The next section is “Vocabulary List”. It provides some difficult words together with their meanings, that the students met in some texts in this unit. Last, there is additional section in this unit; it is “List of Irregular Verbs”. The table below provides the general description of Unit 1.

Table 9: The General Description of Unit 1

Task	Instruction	Function
Task 1	Have you ever been at the following places? In pairs, discuss the activities you did there. The following words may help you.	Prompting the students about the topic that will be discussed in this unit
Task 2	Study the following sentences. Now make your own paragraph as the same with the example above. Tell your friends what you usually do and something that you unusually did yesterday.	Giving the students opportunity to study sentences which are in the simple present and past tenses and to do a controlled activity
Task 3	Correct the text by choosing the appropriate verbs. Then, answer the questions.	Giving the students opportunities to read and comprehend the context that will be used in answering the questions
Task 4	Study the following notes. See other examples below.	Giving the students opportunities to study the use of the simple past

		tense.
Task 5	Fill in the blanks with ' <i>am, is, are, was, or were</i> '. They are used in different situations. Compare your works with your friends'. Number one has been done for you.	Giving the students opportunities to differentiate the use of the simple present and past tenses
Task 6	Find these verbs in the text of task 3. Find the meanings based on the context. Then, learn how they are used in different situations. You may discuss with your friends.	Leading the students to do the next tasks
Task 7	How do we spell verbs in the past forms? Study the following notes.	Showing the students some categorisation on the spelling of the past-tense verbs
Task 8	Look at List of Irregular Verbs at the end of the unit and fill in the blanks.	Prompting the students the spelling of the past-tense verbs before they find the verbs in the list
Task 9	Complete the following passage with words in the box. You may need to change some into past forms.	Giving opportunities to the students to know whether or not they have understood the explanation given
Task 10	A student wrote a testimony about her progress in English. In this testimony, write ' <i>right</i> ' if the verb form is right and correct it if it is wrong. Compare your work with your friends'.	Giving the students chances to analyse some sentences in terms of the simple past tense in order to enhance their understanding
Task 11	Do this crossword using the verbs of the following sentences. You will have to change them first into the past forms.	Giving the students chances to study while playing a game in order to drill their knowledge of the past-tense verbs
Task 12	Complete the sentences with the appropriate time expressions from the right side list. Draw an arrow to connect both sides. See the example.	Helping the students to have understanding of the use of the time order words in a recount text
Task 13	You sometimes need to use prepositions ' <i>at, on, or in</i> ' to tell where you experienced something. Study the explanation below.	Giving the students opportunities to understand place prepositions (<i>at, on, in</i>)
Task 14	Choose the correct prepositions ' <i>at, on, or in</i> '. Discuss it with your partner.	Giving the students opportunities to know whether or not they have understood the explanation given.
Task 15	When telling about the time that you spent on your holiday, for example, you need to know how to use	Giving the students opportunities to understand time prepositions (<i>at, on, in</i>)

(continued)

	prepositions ‘ <i>at</i> , <i>on</i> , and <i>in</i> ’. Study the notes below.	
Task 16	The following text is about an Idul Fitri celebration. Complete it using ‘ <i>at</i> , <i>on</i> , or <i>in</i> ’. Compare your work with your friends’. Number one has been done for you.	Providing chances for the students to use time prepositions correctly
Task 17	Rearrange these jumbled words into correct sentences. Write down those sentences in the provided spaces.	Challenging the students to understand sentence arrangement by rearranging some sentences
Task 18	In pairs, ask and answer questions as in the example. Now write short paragraphs as in the example.	Stimulating the students to write sentences about past experience
Task 19	Rearrange the jumbled sentences below into a good paragraph.	Providing chances for the students to arranging sentences into a paragraph
Task 20	Tell your friends about your unforgettable holiday. Then, post your writing on your teacher’s blog. Let two of your friends check the grammar.	Giving the students opportunity to check their understanding of the overall grammatical features which are explained in this unit

b. Unit 2

The second unit, entitled “*Things around You*”, begins with a warming-up paragraph which tells the students that they learn about countable and uncountable nouns in this unit. In “Let’s Get Ready” section, firstly comes Task 1. Here, the students raise their background knowledge by discussing some activities they might do when they were in junior high school. There are some pictures which prompt their past experiences and some questions which help them develop their ideas. Task 2 asks the students to study some pictures of various nouns and then match each picture with the appropriate settings. It is meant to lead them to the task of countable and uncountable nouns.

Task 3 is the starting point to the main teaching and learning activities in “Let’s Act” section. It asks the students to read a text in which there are some omitted words and then they fill in the blanks with appropriate words in the box. Coming after Task 3, Task 4 follows with some statements based on the previous text. The students are asked to decide whether the statements are true or false. They also have to correct the false statements.

The next task is Task 5 in which the students study an explanation of countable and uncountable nouns. There are some examples of the use too. Then, Task 6 comes to help them recognise countable and uncountable noun. Here, they look for the nouns used in the text of Task 3. They are asked to write them in the right column of classification where they belong to, countable or uncountable. They also should find the meanings in a dictionary.

Task 7 gives the students an explanation of the plural forms of countable noun. After dealing with the explanation, they use their knowledge to do a simple task, Task 8. There are some pictures of various nouns and they have to write the plural forms. In Task 9, they practice to apply the plural forms in text level. They are asked to circle the correct forms of some underlined verbs in a text. After accomplishing Task 9 which is semi-guided, they then accomplish Task 10 more independently. The task asks them to fill in blanks of some sentences with the appropriate nouns. They have to add a/an or change the nouns into the plural forms if necessary.

The next task is Task 11 which is about units of measurement. There is an explanation of some words which show the plural meaning of uncountable nouns.

Coming after the explanation is Task 12 in which the students read and complete a text using some provided units of measurement. The last is Task 13. It asks the students to write down their experience at school. Then, they have to ask two classmates to have corrections on their writing. They have to use some nouns categories and they may use the questions of Task 20 in Unit 1 to develop the writing. In the end of the unit, there is “List of Difficult Words” section. The table below provides the general description of Unit 2.

Table 10: The General Description of Unit 2

Task	Instruction	Function
Task 1	There are many experiences happen at junior high school. Do you still remember the following moments? Tell your friends in a group of four by answering the following questions.	Prompting the students about the topic that will be discussed
Task 2	In pairs, study the following nouns. Match each with the appropriate settings based on your knowledge.	Stimulating the students to think of countable and uncountable nouns
Task 3	Read the following text carefully. Then, fill in the blanks with appropriate words in the boxes.	Helping the students remember their previous knowledge about nouns
Task 4	According to the information of the text above, write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.	Giving the students opportunities to comprehend a text
Task 5	Study the following notes.	Giving the students opportunities to study the explanation
Task 6	Find the nouns used in the text of task 3. Write them in the right column. Find the meanings in a dictionary.	Giving the students opportunities to know whether or not they have understood the explanation given
Task 7	Study the following notes.	Giving the students detailed

(continued)

		information about plural forms of countable nouns
Task 8	Look at the pictures and fill in the blanks with the plural forms. Number one has been done for you.	Helping the students to check their knowledge of countable nouns in plural forms in easy way
Task 9	Circle the correct forms of the underlined words in the text. You may work with your partner.	Giving the students opportunities to use countable and uncountable nouns in a text by giving some clues
Task 10	Fill in the blanks with the appropriate nouns. Add a/an or change them into the plural forms if necessary.	Giving the students opportunities to analyse and complete sentences which the nouns are omitted
Task 11	Study the following notes.	Providing an explanation of units of measurement for the students
Task 12	Read and complete the text using the following words. Write down your answer in the right column. See the example.	Giving the students opportunities to have freer exercise with an incomplete text
Task 13	Write down your experience at your school. Then, ask two of your friends to have corrections on it. You may use the questions on task 20 in Unit 1 to develop your text. Use some nouns.	Providing opportunities for the students to write a short recount text with the correct use of countable and uncountable nouns

4. The Expert Judgment

Before being tried out to the students, the first draft of the developed units was evaluated by an expert. The expert was the researcher's second supervisor. To gain the data, the researcher administered the second questionnaire. From the result of the questionnaire, it can be concluded that the developed tasks are good. All aspects of the developed tasks that were assessed such as goal, format, instruction, content, vocabulary, sequence, setting, teacher role, and learner role were in *good* and *very good* category that can be seen in the following table.

Table 11: The Mean and Category of the Expert Judgement

Component	Mean	Category
Goal	4	good
Format1	5	very good
Format2	4	good
Format3	4	good
Instruction	3	good
Input1	4	good
Input2	4	good
Input3	4	good
Content1	4	good
Content2	5	very good
Content3	4	good
Content4	3	good
Vocabulary1	5	very good
Vocabulary2	4	good
Sequence1	5	very good
Sequence2	4	good
Setting	4	good
Teacher role	4	good
Leaner role	5	very good
TOTAL SCORE		64
MEAN		4.266667
CATEGORY		very good

(see Appendix H)

In addition, the experts gave suggestions to revise the learning units. The result of the evaluation was the expert validation. The following tables are the expert validation for Units 1 and 2.

Table 12: The Expert Validation for Unit 1

Task	Suggestion	Revision
Title	The title is good.	No revision
Task 1	The task is good.	No revision
Task 2	The task is good.	No revision
Task 3	The instruction is not clear enough.	The previous instruction "Correct the text by choosing the appropriate verbs" is changed into "Circle the appropriate verbs for the text below".
Task 4	The task is good enough.	No revision
Task 5	The example is not easily	The font is changed from Calibri into

	recognised.	Comics Sans MS.
Task 6	The instruction is too long and the table needs one more row at the top.	The previous instruction “Find there verbs in the text of Task 3. Find the meanings based on the context. Then, learn how they are used in different situations. You may discuss with your friends” is changed into “Find these verbs in the text An Amazing Adventure and find the meanings based on the context. You may discuss with you partner”. A row is added to the table. The first and third columns are named <i>Verbs</i> and the second and the fourth are named <i>Meanings</i> .
Task 7	The task is good.	No revision
Task 8	The table is not clear.	The table design is changed.
Task 9	The task is good.	No revision
Task 10	The task is good.	No revision
Task 11	The task is good.	No revision
Task 12	The task is good.	No revision
Task 13	The task is good.	No revision
Task 14	The instruction is not clear and a grammar mistake occurs.	The instruction is changed from Choose the correct prepositions ‘ <i>at, on, and in</i> ’ into Circle the correct prepositions ‘ <i>at, on, and in</i> ’
Task 15	The table is not clear.	A row is added after the first one. The first column then is named <i>Functions</i> and the second is named <i>Examples</i>
Task 16	The text is not legible because of the background.	The background is changed.
Task 17	The task is good.	No revision
Task 18	The task is good.	No revision
Task 19	The task is good.	No revision
Task 20	The task is good.	No revision

Table 13: The Expert Validation for Unit 2

Task	Suggestion	Revision
Title	The title is good.	No revision
Task 1	The instruction is too long and not clear.	The instruction and the arrangement are changed. The task previously began with the instruction “There are many experiences happen at junior high school. Do you still remember the

		following moments? Tell your friends in a group of four by answering the following questions. The pictures then came.” After the revision, the task begins with the instruction “Look at the pictures below.” Then, the pictures come and is followed by instruction “Have you ever been in the same situations? Tell your friends in a group of four by answering the following questions.”
Task 2	The instruction is not appropriate.	The words <i>based on your knowledge</i> of the instruction “In pairs, study the following nouns. Match each with the appropriate settings based on your knowledge” are omitted. Also, numbering is applied under each picture.
Task 3	The arrangement of the provided answers is not common.	The provided answers then are put in a box.
Task 4	The instruction is not clear.	The instruction is changed from “According to the information of the text above, write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate’s. Look at the example” into “Put a tick (✓) in the column to show whether the statement is true or false. Correct the false statements. Look at the example. Then the T/F table is separated into two T and F.”
Task 5	a capitalisation mistake	The capital letter is changed.
Task 6	A grammar mistake occurs.	The word <i>of</i> in the instruction is changed into <i>in</i> .
Task 7	The task is good.	No revision
Task 8	The task is good.	No revision
Task 9	The task is good.	No revision
Task 10	The task is good.	No revision
Task 11	The task is good.	No revision
Task 12	The task is good.	No revision
Task 13	The task is good.	No revision

The revised units are enclosed in *Appendix D*.

5. The Try-Out, Evaluation, and Revision of the Second Draft

a. The Try-Out of Unit 1

The try-out of Unit 1 was conducted in two meetings. It was conducted in Class XA, on February 19th, 2013 with 26 students and on February 21st, 2013 with 26 students. Unit 1 consists of 20 tasks with the title “*Unforgettable Moments*”. In the first try-out, the students could accomplish Tasks 1-8 only. Besides, because the time given in the first meeting was not enough, Tasks 13 and 14 were accomplished as homework. In the second try-out, the students finished all the tasks except Task 20 because the teacher asked them to post their writings in her blog. Then, on the next day, the evaluation questionnaire for Unit 1 was distributed to them.

b. The Evaluation and Revision of Unit 1

The evaluation of Unit 1 was conducted by administering the third questionnaire to the teacher, tutors and English Language Education Department students and the fourth questionnaire to the students. The questionnaires were different because the researcher wanted to see the responses from different perspectives. She also interviewed three students representing both individual and field try-out groups. The results of the evaluation of Unit 1 are explained in detail below.

1) The Teacher’s, Tutors’ and Peers’ Agreements toward Unit 1

The teacher’s, tutors’ and peers’ agreements are used to evaluate the developed units especially the course grids. They were expected to use their knowledge of what good tasks are and how they should look like based on the

theories and their experiences. The summary of the result of their agreements can be seen in the following table.

Table 14: The Mean and Category of the Teacher's, Tutors' and Peers' Agreements toward Unit 1

Statements	Mean	Category
The appropriateness between the developed units and the Standard of Competence	4.2	good
The appropriateness between the developed units and the Basic Competency	4.1	good
The appropriateness between the Basic Competency and the indicators	4.1	good
The appropriateness between the indicators and the activities	4.5	very good
Goal 1	4.2	good
Topic	4.3	very good
Input 1	4.5	very good
Input 2	4.5	very good
Input 3	4.2	good
Instructions	4	good
Content 1	4.1	good
Content 2	4.3	very good
Content 3	4.4	very good
Content 4	4.4	very good
Procedure 1	4.4	very good
Procedure 2	4.1	good
Procedure 3	4.2	good
Setting	4.1	good
Teacher role	4.2	good
Learner roles	4.4	very good
Vocabulary 1	4.5	very good
Vocabulary 2	4.5	very good
Layout 1	4.5	very good
Layout 2	4.2	good
Layout 3	4.2	good
Layout 4	4.1	good
TOTAL SCORE	1112	
MEAN	4.28	
CRITERIA	very good	

(see Appendix H)

Table 14 shows the teacher's, tutors', and English Language Education Department students' agreements toward Unit 1. It shows that the mean value for Unit 1 is 4.28. In the interval data, this mean value is categorised as *very good*. It means that Unit 1 is appropriate and suitable for the students.

However, the appropriateness of Unit 1 should consider the analysis of the task components. From the table above, the teacher's, tutors', and peers' agreements to the task components are in the range of the mean, i.e. 4 to 4.5, and they are in the following interval: $3.4 < X \leq 4.2$ (which means that the students agreed with the related task component) and $X > 4.2$ (which means that the students very agreed with the related task component). Here is the detailed analysis of the task components.

a) Course Grids

In terms of the course grid, the appropriateness between the developed units and Standard of Competence is indicated by a mean value of 4.2. It means that the developed units are appropriate to the Standard of Competence. Then, the appropriateness between the developed units and the Basic Competency is indicated by a mean value of 4.1. It means that the developed units are appropriate for the Basic Competence. The results also show that the indicators of the developed units are also appropriate to the Basic competency. This appropriateness is indicated by a mean value of 4.1. For the appropriateness between the activities and the indicators, the result shows the mean value of 4.5 which is regarded as *very good*. It means the activities are appropriate to the

indicators of the developed units. Meanwhile, the detailed analysis on the task components is given as follows.

b) Goal

The aim of Unit 1 is to enable the students to use the simple past tense correctly in writing short recount texts. The result of the third questionnaire shows that the goal is achieved because the mean value is 4.2. It is categorised as *good*. Thus, the component is appropriate.

c) Input

In terms of the input, the evaluation uses some considerations whether or not the input texts are interesting, comprehensible, and whether or not the length of the input texts is appropriate to the students' level. The data show that the appropriateness of the input is indicated by mean values of 4.5, 4.5, and 4.2. They mean that the agreements toward the input are regarded as *very good*. In conclusion, the component is appropriate.

d) Procedure

Related to the procedure, what should be considered are whether or not the tasks are graded from guided to free, from easy to difficult, and whether or not the activities are varied and interesting for the students. Based on the results, the teacher, tutors, and English Language Education Department student agreed and the mean values of this component are 4.4, 4.1, and 4.2 which are regarded as *very good*, *good*, and *good*. Thus, the component is appropriate.

e) Setting

The settings of Unit 1 are whole class, small group, and pair, and individual works. They are indicated by a mean value of 4.1 which is categorised as *good*. It infers that the settings are achievable and the component is appropriate.

f) Teacher Role

The teacher roles in Unit 1 are to explain the tasks, to monitor the students, and to guide the them in doing the tasks. The appropriateness of the component is indicated by a mean value of 4.2. In the interval data, it is considered as *good*. From the mean and its categorization, it can be inferred that the teacher roles are achieved and the component is appropriate.

g) Learner Roles

The learner roles of Unit 1 are to be active when accomplishing the tasks and to ask the teacher if they find any difficulty. By analyzing them from the instructions, the teacher, tutors, and English students are expected to make agreements whether or not the learner roles are achieved. The result of the questionnaire shows that the learner roles are indicated by a mean value of 4.4 which is regarded as *very good*. In conclusion, the component is appropriate.

h) Topic

The topic of Unit 1 is Unforgettable Moments. It is chosen to make the students interested. The teacher, tutors, and English Language Education Department students were asked for their opinions whether or not such topic suits the students' interest. The result of the third questionnaire shows that they agreed that the topic is suitable for the students. The mean value is 4.3. This value means

very good based on the interval data conversion. As the result, the component is appropriate.

i) Instruction

In terms of the instructions, the evaluation is done to know whether or not the instructions are clear. The data show that the clarity of the input is indicated by a mean value of 4. It means that the input is regarded as *good*. Thus, the component is appropriate.

j) Content

Related to the content, what should be consider are whether or not the explanations of grammar are understandable and motivate the students to learn English more, whether or not the tasks are easy to accomplish, and whether or not the questions in the tasks are understandable. The result of the third questionnaire shows that the content is appropriate with the mean values of 4.1, 4.3, 4.4, and 4.4. The results are regarded as *very good*. Then, the component is appropriate.

k) Vocabulary

The vocabulary of Unit 1 is designed as simple and understandable as possible for the students and through Unit 1, the students are expected to acquire more vocabulary. This component is evaluated based on those two aspects through the third questionnaire and the results are mean values of 4.5 and 4.5. Both are regarded as *very good*. So, it can be concluded that the component is appropriate.

1) Layout

The layout of Unit 1 is an appropriate component. It is indicated by some mean values. For the statement that the layout is legible, the mean value is 4.5. For the statement that the layout is interesting, the mean value is 4.2. The mean value of 4.1 is for the statement that the layout is arranged systematically. Beside, the mean value 4.1 is also for the statement that the layout involves illustrations which are clear and help the students in their reading comprehension. Most of the mean values are in the range of 4.1- 4.2 which is considered as *good*.

2) The Individual Try-out Students' Agreements toward Unit 1

The individual try-out students' agreements are used to evaluate the developed units from the perspective of the initiative performers of the developed units. As information, the individual try-out students represented the range of ability in the group; where one selected student was above the average of ability, one selected student was in the average of ability, and one student was below the average of ability from the target audience. The detailed analysis from the perspective of the individual try-out group is explained as follows.

Table 15: The Mean and Category of the Students' Agreements on Unit 1 (Individual Try-out Group)

Statements	Mean	Criteria
Goal 1	4.333333	very good
Input 1	4.333333	very good
Input 2	3.666667	good
Input 3	4.666667	very good
Topic	4.333333	very good
Instruction	3.666667	good
Content 1	4.666667	very good
Content 2	4	good

Content 3	4.333333	very good
Content 4	4.333333	very good
Procedure 1	4	good
Procedure 2	4.666667	very good
Procedure 3	4.333333	very good
Setting	4	good
Teacher role	3.666667	good
Learner role	4.333333	very good
Vocabulary 1	4	good
Vocabulary 2	4.333333	very good
Layout 1	5	very good
Layout 2	5	very good
Layout 3	4.666667	very good
Layout 4	4	good
TOTAL SCORE	283	
MEAN	4.28787	
CRITERIA	very good	

(see *Appendix H*)

Table 15 shows the students' agreements toward the Unit 1. It shows that the mean value for the whole Unit 1 is 4.28. In the interval data, this mean value is categorised as *very good*. It means that Unit 1 is appropriate and suitable for the students.

However, the appropriateness of the Unit 1 should consider the analysis of the task components. From the table above, the students' agreements to the task are in the range of the mean values, i.e. 3.6 to 4.6, and they are in the following interval: $3.4 < X \leq 4.2$ (which means that the students agrees with the related task component) and $X > 4.2$ (which means that the students very agrees with the related task component). The detailed analysis on the task components is given as follows.

a) Goal

The aim of Unit 1 is to enable the students to use the simple past tense correctly in writing short recount texts. The questionnaire data show that the goal

is appropriate because the mean value is 4.3 in which the range ($X > 4.2$) is regarded as *very good*. The data are supported by the interview excerpt below.

- R : *Saya mau tanya pendapat Lana ni tentang Unit 1 yang sudah kita kerjakan kemarin. Yang pertama, menurut Lana materi kemarin bisa bantu dalam mempelajari the past simple tense belum?* (I want to ask your opinion on Unit 1 which we learnt yesterday. First, for you, did the units help you learn about the simple past tense?)
 L : *Sudah, Miss. (Yes, it did.)*
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

Through the interview, the student revealed that the goal is achieved. She was helped to learn the simple past tense in Unit 1. Then, it can be concluded that the component is appropriate.

b) Input

To evaluate the input, what should be considered are the comprehensibility, attractiveness, and length of the input texts. From the questionnaire data, it is gained that the component is appropriate indicated by the mean values which are 4.33 (which was regarded as *very good*), 3.67 (which was regarded as *good*), and 4.67 (which was regarded as *very good*). The data are supported by the interview excerpt as follows.

- R : *Teksnya mudah dipahami kan?* (Were the texts easy to understand?)
 L : *Iya, Miss. (Yes, Miss.)*
 R : *Tapi menarik gak? Trus apakah kepanjangan?* (Did they attract you? And were they too long for you to read?)
 L : *Emm, iya, tapi kepanjangan si gak juga, Miss. Cuma kurang banyak yang teks tempat liburannya. Hehe.* (Yes, but I don't think they were too long for me to read. I hope for more texts about holiday, actually.)
 R : *Emang yang laennya gak menarik, dek?* (Did not the other texts attract you?)
 L : *Lumayan menarik kog, Miss. (They quite attracted me, Miss.)*
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The interview data enhance the validity of the statistics data. The three considerations on the input texts are agreed by the student. Hence, the component is appropriate.

c) Procedure

The procedure of Unit 1 is analysed through three statements. They are whether or not the activities in the developed units are graded from guided to free, from easy to difficult, and whether or not the activities are various. Those are indicated by mean values of 4, 4.67, and 4.3. In order to determine the appropriateness of the component, the data of the interview should be considered as well.

- R : *Menurut Lana latihan-latihannya bertahap dari yang mudah dan disertai bantuan sampai susah dan harus dikerjakan secara mandiri gak?* (In your opinion, were the tasks graded from guided to free?)
- L : *Dari awal memang mudah sampai akhirnya harus dikerjakan mandiri yang jadi susah disitu, Miss.* (At the beginning, the task was easy for me; deciding which verb to choose. Then, I had to work out the tasks independently. So, that's difficult enough for me.)
- R : *Oke. Tapi latihan-latihannya macem-macem gak?* (Were the tasks varied?)
- L : *Yang ada teka-teki silang, benerin paragraph, sama yang akhir-akhir itu menulis ya, Miss?* (Yes, there were crosswords, correcting paragraphs, and writing my own.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The interview transcript tell us that the student agreed with the three aspects stated above. She knew that there are various activities such as crossword, correcting paragraph, and writing paragraphs in the developed units. It means that the component is appropriate.

d) Setting

The target setting of Unit 1 is shown in the instructions of every task. In Unit 1, the setting should be individual, pair, small group works; and whole class

discussion. The result of the questionnaire shows a mean value of 4. It is categorised as *good*. Here are the supporting data.

- R : *Cara mengerjakan latihan-latihan itu beragam juga kan dek, dari yang dikerjakan mandiri, berpasangan, barengan, diskusi di kelas?* (So, were the ways you accomplished the tasks various; they were in whole class, small groups, pairs, and individual works, right?)
 L : *Iya, Miss.* (Yes, Miss.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The student agreed the appropriateness of the components stated above. As the result, the component is appropriate.

e) Teacher Role

As shown in the descriptive statistics data, the students agreed that the teacher had taken their expected roles as the mean value for the component is 3.67. It is categorised as *good*. The transcript below supports these data.

- R : *Jadi gurunya kooperatif dalam menjelaskan dan membantu siswa yang mengalami kesulitan ya?* (It means that the teacher cooperated with the students by giving explanation and helping solving problems, didn't she?)
 L : *He'em, Miss. Sudah bagus. Gurunya nerangin sambil keliling kelas, lihat kerjaan kita. Kalau siswanya tanya, kadang jadi diskusi gitu.* (She's good. The teacher explained the tasks and walked around the class to check the students' works, while the students sometimes asked and had a discussion.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

Based on the interview transcript, the student told that the teacher had already performed the correct roles in the tasks. She sometime walked around the class while explaining the tasks and helped the students solve their problems. She also discussed the students' questions with the whole class. As the whole data show that the component is agreed by the students, it is then appropriate.

f) Learner Roles

The students are required to actively participate in the teaching and learning process. The mean value for the component is 3.04. It is categorized as *good*. It means the students agreed with the component. To know whether or not the data are valid, the result of the interview is also analyzed from the data of the interview as follows.

- R : *Kalau siswanya sendiri, rajin tanya gak?* (How about the students, did they actively ask the teacher?)
 L : *Pasti tanya, Miss, kecuali yang gampang-gampang.* (Of course, they asked questions except for the easy tasks.)
 R : *Mash ingat tidak kemarin ngerjain apa saja di unit ini?* (Do you remember what you did in this unit?)
-

(Appendix II/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The students actively accomplished the task by asking some questions for their difficult words to the teacher. As the qualitative and quantitative data supported the notion, the component is then appropriate.

g) Content

The content is evaluated through four aspects. They are whether or not the explanations of grammar are understandable and motivate the students to learn; whether or not the tasks are easy to accomplish; and whether or not the questions in the developed units are understandable. In the descriptive statistics data, the mean values for them are 4.67, 4, 4.33, and 4.33 which are categorised as *very good*, except for the mean value 4 which is categorised as *good*. The other data are needed to help the analysis.

- R : *Penjelasan grammar-nya mudah dipahami gak?* (Then, were the explanations of the grammar understandable?)
 L : *Jelas banget, Miss lha sama ada contoh-contohnya gitu.* (They were very clear, moreover there were examples.)

- R : *Jadi penjelasannya itu membantu dalam belajar bahasa Inggris dong ya?* (So, did they help you learn English more?)
 L : *Iya, Miss.* (Yes, Miss.)
 R : *Nah, kalau latihannya dek, apakah mudah dikerjakan?* (How about the tasks, were they easy to accomplish?)
 L : *Mudah dikerjakan kok, Miss.* (Yes, they were.)
 R : *Pertanyaannya mudah dipahami juga kan?* (The questions were understandable and clear, right?)
 L : *Iya.* (Yes)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The interview transcript shows that the four aspects are achieved in Unit 1. The result supports the quantitative data in revealing that the component is appropriate.

h) Instructions

In relation to the instruction, Unit 1 has to use clear and understandable instructions. The student agreed that the instructions are clear and understandable as the mean value for the component is 3.6 and it is categorised as *good*. The interview transcript below supports the quantitative data.

- R : *Apakah instruksinya cukup jelas dan mudah dipahami?* (Were the instructions clear and understandable?)
 L : *Jelas, Miss.* (They were clear, Miss.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The interview transcript shows that the instructions are clear enough for the student. It can be concluded that the component is appropriate.

i) Vocabulary

Vocabulary in Unit 1 is evaluated through two aspects; whether or not the unit help the students to acquire more vocabulary and whether or not the vocabulary is simple and understandable. The students agreed with the aspects

for the mean values of 4 and 4.33. They are categorised as *good* and *very good*.

The interview transcript below supports the quantitative data.

- R : *Kalau kosa katanya gimana, susah-susah gak?* (Was the vocabulary simple and understandable?)
 L : *Mudah kog, Miss. Karena masih tentang kehidupan sehari-hari gitu jadi bisa ditebak.* (Yes, Miss. It was because the vocabulary was about daily life so I could predict it.)
 R : *Jadi bertambah kosa kata dek?* (So, did you improve your vocabulary through Unit 1?)
 L : *Iya, Miss.* (Yes, Miss.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The excerpt show that the student thought that the vocabulary used in Unit 1 is simple because the topic is common in her daily life so she improved her vocabulary mastery. Since the qualitative and quantitative data show that the students agreed with the notion, the component then is appropriate.

j) Layout

For the layout of Unit 1, the evaluation is related to the statements whether or not the layout illegible, interesting, organised systematically, and provided clear illustrations. The data from the interview show that the students agreed with the notions which are indicated by mean values of 5 (for the clarity and attractiveness), 5 (for the quality of the illustrations), 4.6 (for the contribution), and 4 (for the systematically organisation). Below is the interview transcript.

- R : *Kalau layout-nya gimana?* (How about the layout?)
 L : *Layout-nya menarik.* (The layout is interesting.)
 R : *Tulisannya jelas kan?* (Is it clear?)
 L : *Iya, Miss. Gambarnya juga jelas.* (Yes. The pictures were also clear.)
 R : *Did the pictures help you comprehend the texts?*
 L : *Yes, Miss. Layout-nya tu enak dilihat.* (Yes, they did help me. Besides, the layout was arranged systematically.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The interview excerpt shows that the students agreed that the layout is appropriate in terms of its clarity, attractiveness, and illustrations. Therefore, the component is appropriate.

3) The Field Try-out Students' Agreements toward Unit 1

The field try-out was conducted through 23 students of Class XA. These students (who were heterogeneous in ability) represented the target audience for which this grammar tasks was intended. They worked out the tasks with more helps than what the individual group got. Here, the teacher explained in detailed about what they had to do with the tasks. The students' opinions were gained from a questionnaire. Here is the result.

Table 16: The Mean and Category of the Students' Agreements on Unit 1 (Field Try-out Group)

Statements	Mean	Criteria
Goal 5	4.173913	good
Input 1	4.217391	very good
Input 2	4.304348	very good
Input 3	4.347826	very good
Topic	4.347826	very good
Instruction	4.086957	good
Content 1	4.521739	very good
Content 2	4.173913	good
Content 3	4.304348	very good
Content 4	3.913043	good
Procedure 1	4.304348	very good
Procedure 2	4.086957	good
Procedure 3	4.304348	very good
Setting	4	good
Teacher role	3.869565	good
Learner role	4.347826	very good
Vocabulary 1	4.26087	very good
Vocabulary 2	4.304348	very good
Layout 1	4.478261	very good
Layout 2	4.652174	very good

Layout 3	4.434783	very good
Layout 4	3.956522	good
TOTAL SCORE	2148	
MEAN	4.245059	
CRITERIA	very good	

(See Appendix H)

Table 16 shows the students' agreements toward the whole Unit 1. It shows that the mean value for Unit 1 is 4.25. In the interval data, this mean value is categorised as *very good*. It means that Unit 1 is appropriate and suitable for the students.

However, the appropriateness of the Unit 1 should consider the analysis of the task components. From the table above, the students' agreements to the task are in the range of the mean, i.e. 3.8 to 4.6 and they are in the following interval: $3.4 < X \leq 4.2$ (which means that the students agreed with the related task component) and $X > 4.2$ (which means that the students very agreed with the related task component). The detailed analysis on the task components is given as follows.

a) Goal

The aim of Unit 1 is to enable the students to use the simple past tense correctly in writing short recount texts. As shown in the earlier table of the students' agreements, the goal is appropriate indicated by a mean value of 4.17. It is regarded as a *good* category. The data are supported by the following interview excerpt.

- R : *Kita mulai ya? Setelah mengerjakan semua task-nya, menurut adik-adik, Unit 1 ini gimana?* (Let's start. After accomplishing the tasks, what do you think about Unit 1?)
- AJ : *Kalau buat saya Unit 1 itu materinya mudah dipahami dan menarik. Sama*

yang tentang kalimat past tense itu membuat saya lebih paham, Miss. (I think Unit 1 was an understandable and interesting material. The units of the simple past tense made me understand the use better than before, Miss.)

R : Menurut kamu gimana, Dhi? (How about you, Adhi?)

AD : Sama, Miss. Saya sebelumnya gak begitu paham kapan pakai kalimat past tense, kemarin saya jadi paham, Miss. (I think the same, Miss. At that time, I got myself understand when to use the simple past tense.)

R : Jadi materinya membantu kalian pada saat menulis recount text kan? (So, did the units help you in writing a recount text?)

AJ & AD : Iya, miss. (Yes, Miss.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The data show that the students had understood what they learnt in Unit 1.

Therefore, the aim is achieved and the component is appropriate.

b) Input

The input is evaluated in some statements of the questionnaire in order to gain the detailed analysis. The statements are about the comprehensibility, the attractiveness, and the length. All statements are in the range of mean value i.e. 4.22 – 4.35 which are categorised as *very good*. The data are supported by the following interview excerpt.

R : Oh, iya, teksnya mudah dipahami kah, Jeng? (So, how about the texts; are they difficult to understand? Ajeng?)

AJ : Iya, Miss. Cuma beberapa kata aja yang gak tahu. Tapi tahu maksud paragrafnya kog. (Yes, I could understand what the texts were about but I just didn't know the meaning of some words only.)

R : Ok. Kalau Adhi susah gak buat memahami teksnya? (Ok, how about you Adhi? Was it difficult for you to understand the texts?)

AD : Sedikit, yang teks tentang penelitian itu. Soalnya belum pernah mengalami. (I found it quite easy to understand the texts except the text which is about observation. It was because I have not experienced the same activity.)

R : I see. Yang laennya gak susah tapi ya? (I see. Were the other texts understandable?)

AD : Iya. (Yes)

R : Kepanjangan gak? (Were the text too long for you?)

AD & AJ : Tidak. (No)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

According to the interview data, the students found no serious difficulty to do the tasks even though they missed some words. Besides, the input texts were not too long for them to read. Thus, the data show that the component is appropriate.

c) Procedure

Related to the procedure, what should be considered are whether or not the activities used in the developed tasks are sequenced from guided to free and from easy to difficult; and whether or not the activities are various and interesting for the students. In the descriptive statistics data, the mean values for the three aspects are 4.31, 4.08, and 4.31. In the interval data, they are categorised as *very good* for the mean value of 4.31 and *good* for the mean value of 4.08. Here are the supporting data from the interview.

- R : *Apakah latihan-latihannya itu bertahap dek, dari yang awalnya kalian dibantu guru atau ada petunjuknya sampai kalian harus mengerjakannya secara mandiri? Adhi?* (Were the tasks graded from guided to freer? Adhi?)
- AD : *Saya kurang ingat tu, Miss. Tapi di akhir yang mulai menulis kalimat itu memang mulai dikerjakan secara mandiri kan ya, Miss.* (I can't remember it exactly. But I remember that there were some independent tasks at the end of the units.)
- AJ : *Kalau menurut saya, sudah bertahap, Miss.* (I think the tasks were graded as what you say.)
- R : *Apakah latihan-latihannya itu dimulai dari yang mudah sampai yang sulit tidak?* (Were the tasks graded from easy to difficult?)
- AJ : *Iya, Miss. Kan awalnya itu cuma mengganti verb yang sudah ada terus kita harus mencari verb yang tepat sendiri.* (Yes, the tasks started with activities like changing verbs. Then, at the end there were activities such as finding the correct verbs.)
- R : *Bagaimana pendapatmu, Dhi?* (What is your opinion?)
- AD : *Sedikit, Miss.* (They were somewhat graded in that way.)
- R : *Latihan-latihannya beragam tidak? Ajeng?* (Were the tasks various? Ajeng?)
- AJ : *Iya, Miss.* (Yes)
- R : *Adhi?* (Adhi?)
- AD : *Iya, sama, Miss* (I think the same, Miss.)

The interview data show that the tasks are graded from guided to free and from easy to difficult ones. The students also said that the tasks are various and interesting. Therefore, the component is appropriate.

d) Setting

The settings of Unit 1 are whole class, small group, and pair, and individual works. They are indicated by a mean value of 4 which is categorised as *good*. The results are supported by the following excerpt.

- R : *Nah, di latihan-latihan tersebut ada yang dikerjakan secara mandiri, berpasangan, kelompok, sama didiskusikan dalam kelas gak?* (Were the task accomplished individually, in pairs, in groups, or in class discussion?)
 AD : *Iya, Miss. Yang dikerjakan bareng-bareng kurang banyak, hehe.* (All of them. However, the developed units lacked of the tasks which were accomplished in class discussion.)
 AJ : *Kalau menurut saya, sudah bagus, Miss. Seimbang lah.* (For me, the settings were already various.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The interview excerpt shows the students' agreements. They realised that the settings are whole class, small groups, pairs, and individual works. As the result, the component is appropriate.

e) Teacher role

The teacher roles in Unit 1 are to explain the tasks, to monitor the students, and to guide them in doing the tasks. The appropriateness of those roles is indicated by a mean value of 3.87 which is categorised as *good*. The data are supported by the interview.

- R : *Dalam mengerjakan latihan-latihannya gimana peran guru ni? Jeng?* (How is the teacher role when you were accomplishing the tasks?)
 AJ : *Ya, kalau pas penjelasan gitu, gurunya sudah menerangkan teorinya. Kalau pas ngerjain latihan guru udah muter kelas dan kadang juga menjawab pertanyaan siswa kog.* (The teacher explained the tasks. She also took around the class and helped the students who got difficulty.)
 AD : *Iya, Miss. Gurunya suka muterin kelas trus bantu kesulitan siswa.* (I agree

with Ajeng. The teacher took around the class during the tasks completion and helped the students' difficulty.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The result of the interview shows that the teacher explained the tasks to the students, monitored the students' works, and helped the students solve their difficulties. In conclusion, the teacher role is appropriate.

f) Learner Roles

The learner roles of Unit 1 are to be active when accomplishing the tasks and to ask the teacher if they find difficulty. The result of the questionnaire shows that the learner roles are indicated by a mean value of 4.35 which is regarded as *very good*. In conclusion, the component is appropriate. The result is supported by the following interview excerpt.

- R : *Nah, kalau siswanya, aktif gak saat mengerjakan latihan-latihannya?* (How about the students, did they actively do the tasks?)
- AJ : *Materinya gak begitu susah sih, Miss jadi semua latihan aku kerjain. Apalagi yang preposition itu. Miss. Saya juga nanya guru atau teman kalau gak ngerti.* (The tasks were not difficult for me so I did all the tasks, moreover the prepositions tasks. I also asked the teacher or my friends if I found something difficult.)
- AD : *Iya, waktu itu ada beberapa yang masih gak jelas. Terus saya tanya sama guru. Beberapa soal itu kemarin didiskusikan sama teman-teman pas istirahat lho, Miss.* (Yes, I actually still had some points that I didn't understand too. Then, I asked the teacher and some tasks were discussed by my friends and me during the rest time.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The interview transcript shows that the student attempted to be active by accomplishing the tasks, asking the teacher, and having discussion with friends. Thus, it can be concluded that the learner roles are gained and the component is appropriate.

g) Topic

The topic of Unit 1 is Unforgettable Moments. The result of the questionnaire which is distributed to the student shows that the topic is appropriate. It is proved by the mean value of 4.35 which is considered as *very good*. Here are the supporting data for the component.

- R : *Topiknya gimana dek?* (How about the topic?)
 AJ : *Menarik, Miss. Teks yang Gua Pindul itu jadi pengen kesana, hehe.* (The topic is attractive especially the text of Pindul Cave. It makes me want to go there.)
 R : *Kalau Adhi?* (What do you think, Adhi?)
 AD : *Menarik juga, Miss.* (It was attractive for me too, Miss.)
 R : *Kalian suka main ya?* (It seems you two like traveling.)
 AJ : *He em.* (Yes)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

The data reveal that the students were attracted by the topic. For example, one of the students liked the text of Gua Pindul. Therefore, the component is appropriate.

h) Content

Some statements are used to evaluate whether or not the content is appropriate. The statements are whether or not the explanations of grammar are understandable and motivate the students to learn. In terms of the tasks, the statements are whether or not the tasks are easy to accomplish and the questions in every task are understandable. The results of the questionnaire show that the component is appropriate. They are indicated by mean values of 4.52, 4.17, 4.31, and 3.92. Those are regarded as *very good*, *good*, *very good*, and *good*. The data are supported by the interview excerpt below.

- R : *Bagus. Lalu, apakah penjelasan grammar-nya membantu kalian belajar?* (good. Did the explanation of the grammar help you to study English?)
- AJ : *Iya, miss. Abis kelas kemarin tu, kalau pas baca jadi merhatiin verb-nya gitu, Miss* (Yes, after joining the class, when I read a text, I often pay attention to the verb more than before.)
- AD : *Kalau ak jadi lebih paham past tense.* (I understand about the past tense better, Miss.)
- R : *Latihannya gak susah kan buat kalian? Ngisi paragraf rumpang, nebak verb yang bener gitu.* (Were the tasks such as filling in blanks and guessing the correct verbs easy to accomplish?)
- AJ : *Bisa ngerjain kog, Miss.* (Yes, Miss, I could accomplish the tasks.)
- R : *Nah, di latihannya itu kan ada pertanyaan-pertanyaan, pertanyaannya mudah dipahami kan?* (How about the question in the tasks, were they understandable?)
- AJ & AD : *Iya, miss.* (Yes, Miss.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

Based on the interview data, the students understood the tasks well and they practiced their knowledge after the class. They also thought that the questions in the tasks were understandable. So, the component is appropriate.

i) Instruction

The instructions of every task in Unit 1 are appropriate indicated by the result of the questionnaire. The data show that the instructions are clear for the students. The mean value of the component is 4.08 which is categorised as *good* based on the qualitative data conversion. The data are supported by the following interview excerpt.

- R : *Sebelum membaca teksnya kan kalian baca instruksinya dulu ya? Nah itu paham gak kalian harus gimana mengerjakan task-nya?* (Before you read the texts, of course you read the instruction, didn't you? After reading the instruction, did you understand how to accomplish the tasks?)
- AD : *Bisa kok, Miss. Jelas kalimatnya sama kayak di buku-buku biasanya.* (I did. The instructions were like the ones we find in the books we usually use.)
- AJ : *Iya, malah kadang jadinya sebelum gurunya menerangkan disuruh apa kita udah mulai ngerjain task berikutnya karena udah jelas disuruh apa.* (The instructions were clear, Miss, so we often did the next tasks before the teacher explained what to do. It is because the instructions had clearly explained it.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

Based on what the students stated in the interview, they could understand what to do with the tasks by reading the instructions. It means that the instructions are clear for them. Then, it can be concluded that the component is appropriate.

j) Vocabulary

The vocabulary of Unit 1 is simple and understandable. The tasks in the unit also help the students to acquire more vocabulary. They are indicated in mean values of 4.26 and 4.31. Based on the qualitative data conversion both of them are categorised as *very good*. The data are supported by the interview as seen below.

- R : *Oh sebelum kalian sholat itu ya? Bagus. Kalau kosa kata yang digunakan, gampang kan, dek?* (That's when you went to have dzuhur prayer, oh good. Next, did the vocabulary used simple and understandable?)
- AJ : *Sedikit, tapi masih ada yang gak dong, Miss.* (It was somewhat easy because there's still some vocabulary that I didn't know.)
- AD : *Iya, Miss.* (It was simple and understandable, Miss.)
- R : *Kalau masih ada kosa kata yang kalian gak tahu, jadinya kosa-kata kalian bertambah kan?* (It means that you had improved your vocabulary, right?)
- AD : *Iya, Miss.* (Yes, of course.)
- AJ : *He em. Kan ada daftar kata di belakang itu, jadi kebantu deh.* (In addition, there were lists of difficult words at the end of the unit so it helped me.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview data, the students shared that the vocabulary in Unit 1 is somewhat simple and understandable but they were helped by the list of difficult words. Besides, they stated that through the unit they improved their vocabulary. It means that the component is appropriate.

k) Layout

In terms of layout, the considerations for evaluating this component are the attractiveness, clarity, and the arrangement. The questionnaire data show the mean values of them are 4.48, 4.65, and 3.96. They are regarded as *very good*, *very good*, and *good*. The other consideration is the illustrations used in Unit 1. They

are clear and help the students comprehend the text. The result is shown in the mean value of 4.43. It is categorised as *very good*.

- R : *Nah, ngomongin tentang layout-nya. Tampilannya menarik kan dek?*
(Talking about the layout, were the units attractive?)
- AD : *Iya, Miss. (Yes, Miss.)*
- AJ : *Bagus, Miss. Warna-warni gitu, tulisannya juga jelas. (They were attractive, Miss. They were colourful and the font was clear.)*
- AD : *Tampilannya jelas, Miss. (Yes, Miss, the layout was clear.)*
- R : *Gambarnya gimana, menarik gak? Pas dengan bacaan sama materinya gak?*
(How about the pictures, were they attractive? Did they match with the tasks?)
- AJ : *Gambarnya sudah bagus dan membantu ngedongin sama bacaannya, Miss. (The pictures were good and helped me to understand the texts.)*
- AD : *Bagus dan pas, Miss. (The pictures were good and match with the tasks.)*

(Appendix II/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

Based on the excerpt, the layout is clear and interesting. Also, the illustrations used are good and help the students comprehend the texts. Thus, the component is appropriate.

4) Conclusion for Unit 1

From the three different perspectives, Unit 1 is appropriate with the mean values of 4.25, 4.28 and 4.28, which mean that the unit is *very good*. The results of the analysis can be concluded in the following table.

Table 17: The Results of Evaluation and Revisions of Unit 1

Aspects	Results	Revision
the relevance of the developed units to Standard of Competence of grade X senior high school	accepted	-
the relevance of the developed units to the Basic Competency of grade X senior high school	accepted	-
the relevance of the indicators to the Basic Competency	accepted	-

the relevance of the indicators to the activities of the developed units	accepted	-
the units are developed to help the students to practice using their grammar in writing a short recount text	accepted	-
the input texts are interesting	accepted	-
the texts are comprehensible	accepted	-
the length of the input texts is appropriate to the students' level	accepted	-
the topics are interesting for the students	accepted	-
the instructions of each unit are clear	accepted	-
the explanations of grammar are understandable	accepted	-
the explanations of grammar motivate the students to learn	accepted	-
the tasks are easy to accomplish	accepted	-
the questions in the developed units are understandable	accepted	-
the activities used in the developed tasks are sequenced from guided to free	accepted	-
the activities are sequenced from easy to difficult	accepted	-
the activities are varied and interesting	accepted	-
the setting of the developed units meet students' need	accepted	-
the effectiveness of the teacher role shown in the instructions	accepted	-
the effectiveness of the learner roles shown in the instructions	accepted	-
the developed units help the students to acquire more vocabulary	accepted	-
the vocabulary is simple and understandable	accepted	-
the layout used in the developed units is legible	accepted	-
the layout is interesting	accepted	-
the illustrations used in the developed units are clear and help in the students comprehension	accepted	-
the tasks arrangement is systematic	accepted	-

c. The Try-Out of Unit 2

The try-out of Unit 2 was conducted in two meetings. It was conducted in Class XA, on February 26, 2013 with 26 students and on February 28, 2013 with 26 students. Unit 2 consists of 13 tasks with the title “*Things around You*”. At the first try-out, the students could accomplish Tasks 1-6. It was because they had many questions about the grammar. In the second try-out, the try-out ran well and successfully. To make the students worked on the last task more effectively, they could develop their writings produced in Unit 1 instead of making the new one. Then, on the next day, the evaluation questionnaire for Unit 2 was distributed to the students.

d. The Evaluation and Revisions of Unit 2

The evaluation of Unit 2 was conducted by administering the third questionnaire to the teacher, the tutors and English Language Education Department students and fourth questionnaire to the students. The result of the questionnaire was analysed such as the analysis of Unit 1. Also, the researcher interviewed three students representing both individual and field try-out groups. The results of the evaluation of Unit 2 are explained in details below.

1) The Teacher’s, Tutors’ and Peers’ Agreements toward Unit 2

The teacher’s, tutors’ and peers’ agreements are used to evaluate the developed units especially the course grids. They were expected to use their knowledge of what good tasks are and how they should look like based on the theory. The summary of the result of their agreements can be seen in the following table.

Table 18: The Mean and Category of the Teacher's, Tutors' and Peers' Agreements toward Unit 2

Statements	Mean	Criteria
the relevance of the developed units to Standard of Competence of grade X senior high school	3.8	good
the relevance of the developed units to Basic Competency of grade X senior high school	3.8	good
the relevance of the indicators to the Basic Competency	4.1	good
the relevance of the indicators to the activities of the developed units	4.4	very good
the effectiveness of the units in the students' grammar learning	4.3	very good
Input 1	4.3	very good
Input 2	4.6	very good
Input 3	4.1	good
Topic	3.8	good
Instruction	3.7	good
Content 1	4.4	very good
Content 2	3.9	good
Content 3	4.5	very good
Content 4	4.3	very good
Procedure 1	4.2	good
Procedure 2	4.1	good
Procedure 3	4.1	good
Setting	3.7	good
Teacher role	3.7	good
Learner roles	3.8	good
Vocabulary 1	4.1	good
Vocabulary 2	4.2	good
Layout 1	4.5	very good
Layout 2	4.3	very good
Layout 3	4.5	very good
Layout 4	3.7	good
TOTAL SCORE	1069	
MEAN	4.111538	
CRITERIA	good	

(See Appendix H)

Table 18 shows the teacher's, tutors', and English Language Education Department students' agreements toward Unit 2. It shows that the mean value for this unit is 4.11. In the interval data, this mean value was categorised as *good*. It means that Unit 2 is appropriate and suitable for the students.

However, the appropriateness of Unit 2 should consider the analysis of the task components. From the table above, the teacher's, tutors', and peers' agreements to the task components are in the range of the mean, i.e. 3.7 to 4.6, and they are in the following interval: $3.4 < X \leq 4.2$ (which means that the students agreed with the related task component) and $X > 4.2$ (which means that the students very agreed with the related task component). Here is the detailed analysis of the task components.

a) Course Grids

In terms of the course grid, the appropriateness between the developed units and Standard of Competence is indicated by a mean value of 3.8. It means that the developed units are appropriate to the Standard of Competence. Then, the appropriateness between the developed units and the Basic Competency is indicated by a mean value of 3.8. It means that the developed units are appropriate for the Basic Competence. The results also show that the indicators of the developed units are also appropriate to the Basic competency. This appropriateness is indicated by a mean value of 4.1. For the appropriateness between the activities and the indicators, the result show the mean value of 4.4 which is regarded as *very good*. It means the activities are appropriate to the

indicators of the developed units. Meanwhile, the detailed analysis on the task components is given as follows.

b) Goal

The aim of Unit 2 is to enable the students to use countable and uncountable nouns correctly in writing short recount texts. The result of the third questionnaire shows that the goal is achieved because the mean value is 4.3. It is categorised as *very good*. Thus, the component is appropriate.

c) Input

In terms of the input, the evaluation use some considerations whether or not the input texts are interesting, comprehensible, and whether or not the length of the input texts is appropriate to the students' level. The data show that the appropriateness of the input is indicated by mean values of 4.3, 4.6, and 4.1. Those mean that the agreements toward the input are regarded as *very good*. In conclusion, the component is appropriate.

d) Procedure

Related to the procedure, what should be considered are that whether or not the developed units are graded from guided to free, from easy to difficult, and whether or not the activities are varied and interesting for the students. Based on the results, the teacher, tutors, and English Language Education Department student agreed and the mean values of this component are 4.2, 4.1, and 4.1 which are regarded as *good*. Thus, the component is appropriate.

e) Setting

The settings of Unit 2 are whole class, small group, and pair, and individual works. They are indicated by a mean value of 3.7 which is categorised as *good*. It infers that the settings are achievable and the component is appropriate.

f) Teacher Role

The teacher roles in Unit 2 are to explain the tasks, to monitor the students, and to guide the them in doing the tasks. They are indicated by a the mean value of 3.7. In the interval data, it is considered as *good*. From the mean and its categorisation, it can be inferred that the teacher roles are achieved and the component is appropriate.

g) Learner Roles

The learner roles of Unit 2 are to be active when accomplishing the tasks and to ask the teacher if they found any difficulty. By analysing them from the instructions, the teacher, tutors, and English Language Education Department students are expected to make agreements whether or not the learner roles are achieved. The result of the questionnaire shows that the learner roles are achieved in the mean value of 3.8 which is regarded as *good*. In conclusion, the component is appropriate.

h) Topic

The topic of Unit 2 is Things around You. It is chosen to make the students interested. The teacher, tutors, and English Language Education Department students are asked for their opinion whether or not such topic suits the students' interest. The result of the third questionnaire shows that they agreed that the topic

is suitable for the students. The mean value is 3.8. This value means *good* based on the interval data conversion. As the result, the component is appropriate.

i) Instruction

In terms of the instruction, the evaluation is to know whether or not the instructions are clear. The data show that the clarity of the instructions is indicated by a mean value of 3.7. It means that the instruction is regarded as *good*. Thus, the component is appropriate.

j) Content

Related to the content, what should be considered are whether or not the explanations of grammar are understandable and motivate the students to learn English more, whether or not the tasks are easy to accomplish, and whether or not the questions in the tasks are understandable. The result of the third questionnaire shows that the content is appropriate with the mean values of 4.4, 3.9, 4.5, and 4.3. The results are regarded as *very good*. Then, the component is appropriate.

k) Vocabulary

The vocabulary of Unit 2 is simple and understandable for the students and through Unit 2, they acquired more vocabulary. This component is evaluated based on those two aspects through the third questionnaire and the results are mean values of 4.1 and 4.2. Both are regarded as *good*. So, it can be concluded that the component is appropriate.

l) Layout

The layout of Unit 2 is an appropriate component. It is indicated by some mean values. For the statement that the layout is legible, the mean value is 4.5.

For the statement that the layout is interesting, the mean value is 4.3. The mean value of 4.5 is for the statement that the layout is arranged systematically. Beside, the mean value 3.7 is for the statement that the layout involved illustrations which are clear and help the students in their reading comprehension. Most of the mean values are in the range of > 4.2 which are considered as *very good*.

2) The Individual Try-out Students' Agreements toward Unit 2

The individual try-out students' agreements are used to evaluate the developed tasks from the perspective of the initiative performers of the developed units. As information, the individual try-out students represent the range of ability in the group; where one selected student is above the average, one selected student is in the average, and one student is below the average from the target audience. The detailed analysis from the perspective of the individual try-out group is explained as follows.

Table 19: The Mean and Category of the Students' Agreements on Unit 2 (Individual Try-out Group)

Statements	Mean	Criteria
the contribution of the developed tasks in helping the students learn grammar	4	good
Input 1	4	good
Input 2	4.333333	good
Input 3	4.333333	good
Topic	4.333333	very good
Instruction	3.666667	good
Content 1	4.333333	very good
Content 2	4	good
Content 3	4	good
Content 4	4	good
Procedure 1	4	good
Procedure 2	4.333333	very good

Procedure 3	4.666667	very good
Setting	4	good
Teacher role	3.333333	fair
Learner roles	3.666667	good
Vocabulary 1	4.333333	very good
Vocabulary 2	4.333333	very good
Layout 1	4.666667	very good
Layout 2	3.666667	good
Layout 3	4.333333	very good
Layout 4	3.333333	fair
TOTAL SCORE	269	
MEAN	4.075758	
CRITERIA	good	

(See Appendix H)

Table 19 shows the students' agreements toward the whole Unit 2. It shows that the mean value for Unit 2 is 4.07. In the interval data, this mean value is categorised as *good*. It means that Unit 2 is appropriate and suitable for the students.

However, the appropriateness of the Unit 2 should consider the analysis of the task components. From the table above, the students' agreements to the task are in the range of the mean values, i.e. 3.3 to 4.6, and they are in the following interval: < 3.4 (which means that the students somewhat agreed with the related task component), $3.4 < X \leq 4.2$ (which means that the students agreed with the related task component) and $X > 4.2$ (which means that the students very agreed with the related task component). The detailed analysis on the task components is given as follows.

a) Goal

The goal of Unit 2 is to enable the students to write a short recount text with the appropriate use of nouns. The students of the individual try-out group agreed

that the component is appropriate, shown in the mean value of 4. In the interval data, the mean value is categorised as *good*. Below is the result of the interview with a student of the individual try-out group.

- R : *Di Unit 2 ini apa yang sudah kamu pelajari?* (In unit 1, what did you learn?)
 L : *Mmm, saya belajar tentang benda-benda, Miss; mana yang bisa dihitung dan yang tidak.* (Mmm.. I learnt about nouns, countable and uncountable.)
 R : *Ok, jadi Unit 2 ini membantu kamu belajar menggunakan kata benda itu dalam menulis recount text tidak?* (So, did this unit help you to use nouns in writing recount texts?)
 L : *Di akhir-akhir itu memang ada kan Miss tugas menulis teks yang di dalamnya ada penggunaan kata benda nya. Sama ada kegiatan yang paragraf rumpang itu* (At the end of the unit, there was activity in which I wrote a recount text with correct use of nouns.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

Based on the interview transcript, the student realised that she learnt about countable and uncountable nouns and used them in writing a short recount text. It means that the goal of Unit 2 is achieved. Then, the component is appropriate.

b) Input

The input is evaluated through some statements in the questionnaire. The students agreed that the input texts are attractive, comprehensible, and its length is accepted. The mean values for them are 4, 4.3, and 4.3 which are *good*, *very good* and *very good*. The results are supported by the following interview data.

- R : *Well, apakah teks-teksnya mudah dipahami dek?* (Well, were the texts understandable?)
 L : *Teksnya mudah dipahami, Miss.* (Yes, they are.)
 R : *Jadi teks-teksnya tidak susah kan ya?* (It means that they were not difficult for you to comprehend, right?)
 L : *Iya, Miss.* (Yes, Miss.)
 R : *Nah, untuk topiknya menarik tidak dek?* (What do you think of the topic, is it interesting?)
 L : *Lumayan, Miss.* (It is interesting enough.)
 R : *Apakah teks-teksnya kepanjangan?* (Were they too long to read?)
 L : *Tidak, Miss.* (No, Miss.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

In the interview, the student stated that the input texts are understandable. The topic is attractive, while the length is appropriate for her. Both the quantitative and qualitative data lead to the agreement that the component is appropriate.

c) Procedure

In relation to the procedure, the considerations for evaluating the component are whether or not the tasks are graded from guided to free and from easy to difficult. The other consideration is the task variation. For the former consideration, the mean values are 4 and 4.3. The mean value for the later is 4.6. The data show that those are regarded as *very good*. The interview excerpt below supports those quantitative data.

- R : Latihan-latihannya gimana? (*What do you think about the tasks?*)
 L : Bagus dan menarik, Miss. Variasi latihannya macem-macam jadi tidak ngantuk he..he.. (*They were good and interesting, Miss. There were various tasks so we did not feel sleepy he..he..*)
 R : Mudah untuk diikuti kan? (*Were they easy to follow?*)
 L : Iya, walaupun ada yang susah juga tapi bisa dikerjain kog, Miss. (*Yes, although some were rather difficult, I could work out them all.*)
 R : Nah, apakah latihan-latihannya sudah disusun dari yang awalnya kamu diberi bantuan untuk menyelesaikannya sampai kamu harus ngerjain sendiri? Apakah sudah begitu? (*Were the tasks graded from guided to free?*)
 L : Sudah, Miss. (*Yes, Miss.*)
 R : Kalau susunannya sudah dari yang mudah terus semakin susah tidak ya? (*Were they graded from easy to difficult?*)
 L : Iya, Miss. Awalnya itu kan baru kata-kata dulu, trus semakin ditambah yang tulisannya beda-beda gitu, trus dipake kata-kata itu dalam teks. (*Yes, Miss. At the beginning, we should change some words then we should write nouns with irregular changing. We also should write those nouns in a text.*)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

In the excerpt, the student said that she did not feel asleep because of the tasks variation. It means that the tasks are not only graded from guided to free, and from easy to difficult but they are also varied and interesting for her. Then,

the quantitative and qualitative data match so the component is regarded as appropriate.

d) Setting

Due to the units are implemented in the individual try-out group, the settings here are only in the individual and small group works. The students of the individual try-out group agreed that the setting of Unit 2 were appropriate. It is indicated by a mean value of 4 which is regarded as *good*. The interview excerpt below supports the data.

- R : *Ok, kalau tentang kegiatan berpasangan, berkelompok, dan individunya sudah pas atau belum menurut kamu?* (What do you think about the in pair, group, and individual activities? were they appropriate?)
 L : *Menurut saya, sudah pas. Tapi memang lebih enak kalau kita kerja kelompok. Kan kita bisa saling bantu dan bisa saling menambahkan gitu.* (I think, they were appropriate but we are more comfortable to do the tasks in groups because we can help and add our ideas each other.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The student thought that she preferred to have small group works more. However, she also agreed that the setting is appropriate already. As the result, the component is appropriate.

e) Teacher role

In Unit 2, the teacher has to take the role as a resource and monitor. The students agree with the role. It is indicated by a mean; i.e. 3.3 which is categorised as *fair*. The following interview transcript supports the notion.

- R : *Jadi gitu ya. Gimana tentang peran guru di kelas?* (I see. How about the teacher roles in the class?)
 L : *Pas awal-awal gurunya nerangin materinya terus pas ngasih tugas gurunya keliling kelas ngecek kerjakan kita.* (In the beginning the teacher explained the units and then she walked around the class checking the students' works when they're doing the tasks.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The student agreed that during the class, the teacher was taking roles as a source who explained the tasks and as a monitor by taking around the class and checking the students' works. Hence, the component is appropriate.

f) Learner roles

In Unit 2, the students are expected to be active participants in accomplishing the tasks. The appropriateness of the learner role is indicated by a mean value of 3.6 which is considered as *good*. Here is the supporting data.

- R : *Kalau siswanya gimana?* (How about the students roles?)
 L : *Kita memperhatikan pelajarannya terus ngerjain yang disuruh gurunya, sama tanya kalau gak tau.* (We paid attention to the lesson and did the tasks, and asked the teacher when we did not understand.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The student agreed that the the students acted as active participants by working out the tasks and asking some questions to the teacher. Thus, the component is appropriate.

g) Topic

The topic of Unit 2 is regarded as appropriate to the students' interest. It is indicated by a mean value of 4.3. Based on the data conversion, it is categorised as *very good*. However, the result of interview below does not show exactly the same.

- R : *Nah, untuk topiknya menarik tidak dek?* (What do you think of the topic, is it interesting?)
 L : *Lumayan, Miss.* (It is interesting enough.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The student thought that the topic was somewhat interesting. With that reason, although the quantitative and qualitative data are not exactly the same, the component is appropriate.

h) Instruction

The clarity and comprehensibility of the instructions remain important in Unit 2. This component is appropriate based on the result of the questionnaire which the mean value is 3.6. It is in the range of 3.4 - 4.2 (which is regarded as *good*).

The data are supported by the following interview transcript.

- R : *Kalau dengan membaca instruksinya tanpa bertanya kepada gurunya, Lana bisa mengerjakan latihan-latihannya tidak?* (Could you know what to do with the tasks only by reading the instruction without asking your teacher?)
- L : *Bisa, Miss. Teman-teman yang lain juga bisa. Kadang ada yang tanya ini suruh gimana, trus dijelasin sama temen yang lain.* (Yes, so did he others friends. Sometimes there was one of us did not know what to do then the others would tell him/her.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

Based on the transcript above, the students knew what to do with the tasks by reading the instructions. It indicates that the instructions are clear and comprehensible for them. As the result, the component is appropriate.

i) Content

In terms of the content of Unit 2, what aspects should be considered are the attractiveness and comprehensibility of the explanation of the grammar. The other aspect is the contribution of the explanation in motivating the students to study English better and also the quality of the questions used in every task. The mean values of the aspects are 4.3, 4, 4, and 4. Those are categorised as *very good*, *good*, *good*, and *good*. The following excerpt supports the notion.

- R : *Untuk materinya mudah dipahami tidak ya? (Were the tasks easy to follow?)*
- L : *Hu'um, mudah dipahami dan simple juga miss. (They were easy to understand and simple, Miss.)*
- R : *Ok. Menurut kamu penjelasan tentang grammar ini bisa memotivasi kamu untuk belajar bahasa Inggris lebih giat lagi tidak? (Ok, In your opinion, did the explanation motivate you to learn English more?)*
- L : *Iya, Miss. Ini lebih detail dari pada buku penjelasan di buku biasanya jadi brasa belajar grammar itu gak susah. (Yes, the tasks were more detailed in explaining the grammar than other books that I used to read. So, it feels like grammar is not that difficult.)*
- R : *Pertanyaan-pertanyaannya juga mudah dipahami kan? (Were the questions understandable?)*
- L : *Iya, Miss. (Yes, Miss.)*
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

In the interview, the student agreed the notion. She added that the tasks motivated her because of the detailed explanation changing her thought that English grammar is complicated. Therefore, the component is appropriate.

j) Vocabulary

The vocabulary in Unit 2 is required to be simple and understandable. In addition, this unit should provide list of difficult words to gain those aims. This component then is proved with the mean value of 4.3 for both aspects.

- R : *Oh, gitu ya. Menurut kamu, dari materi itu ada yang perlu dirubah gak? (I see. Do you think the tasks need some revisions?)*
- L : *Tidak, karena gurunya dah ngasih penjelasan sama ada vocab-nya juga. Jadinya bisa dipahami. (No. It was because the teacher had explained the tasks and the units provided vocabulary so that it's easy to understand.)*
- R : *Kalau vocab-nya gimana dek? Mudah dipahami gak? (How about the vocabulary? Was it easy to understand?)*
- L : *Yah, mudah dipahami soalnya di sana juga ada artinya. (It was easy to understand because the units provide the meaning of the difficult vocabulary.)*
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

As both quantitative and qualitative data prove the notion true, the component is appropriate.

k) Layout

For the layout of Unit 2, the evaluation is related to the statements whether or not the layout is illegible, interesting, organised systematically, and provides clear illustrations. The data from the interview show that the students agreed with the notions. They are indicated by a mean values of 4.6 (for the clarity and attractiveness), 3.6 (for the quality of the illustrations), 4.3 (for the contribution), and 3.3 (for the systematically organisation). To support the data, below is the interview transcript.

- R : *Nah, kalau di Unit 2 kan ada gambar ilustrasinya kan. Menurut kamu itu dah sesuai belum sama teksnya?* (There were some illustrational pictures in Unit 2. Were those pictures appropriate to the texts?)
- L : *Saya rasa udah sih. Gambarnya juga jelas dan menarik. Kan kita suka kalau teks itu ada gambarnya biar gak bosan.* (The pictures were clear and interesting. We like a text with pictures on it. So, we won't be bored.)
- R : *Untuk tampilannya, apakah menarik apa tidak?* (For the layout, was it interesting or not?)
- L : *Menarik, Miss. Banyak variasi gambarnya.* (Yes, it was interesting because of the various pictures.)
- R : *Jenis sama hurufnya, apakah mudah dibaca?* (Was the layout legible?)
- L : *Jelas kog, Miss.* (Yes, Miss.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The student agreed that the quality of the illustrations is good. The illustrations also made the texts more interesting. She thought that the illustrations were varied. Moreover, the font was legible. In this way, the component is appropriate.

3) The Field Try-out Students' Agreements toward Unit 2

The field try-out was conducted through 23 students of Class XA. These students (who were heterogeneous in ability) represented the target audience for

which this grammar tasks was intended. They worked the units with more helps then what the individual group got. Here, the teacher explained in detailed about what they had to do with the tasks. The students' opinions were gained from a questionnaire. Here is the result.

Table 20: The Mean and Category of the Students' Agreements on Unit 2 (Field Try-out Group)

Statements	Mean	Criteria
the contribution of the developed tasks in helping the students learn grammar	4.173913	good
Input 1	4.26087	very good
Input 2	4	good
Input 3	4.304348	very good
Topic	4	good
Instruction	3.695652	good
Content 1	4.434783	very good
Content 2	4.130435	good
Content 3	3.913043	good
Content 4	4.304348	very good
Procedure 1	3.956522	good
Procedure 2	4.304348	very good
Procedure 3	4.217391	very good
Setting	3.826087	good
Teacher role	3.652174	good
Learner roles	4.130435	good
Vocabulary 1	4.347826	very good
Vocabulary 2	4.043478	good
Layout 1	4.434783	very good
Layout 2	4.304348	very good
Layout 3	4.434783	very good
Layout 4	3.782609	good
TOTAL SCORE	2085	
MEAN	4,120553	
CRITERIA	good	

(See Appendix H)

a) Goal

The goal of Unit 2 is to enable the students to write a short recount text with appropriate use of nouns. The students of the individual try-out group agreed that

the goal was achieved, shown in a mean value of 4. In the interval data, the mean value is categorised as *good*. Below is the result of the interview with a student of the field try-out group.

- R : *Sekarang saya mau nanya pendapat kalian tentang unit 2 ya. First, apakah apakah yang sudah kalian pelajari dari unit ini? Ajeng?* (Now, I would like to ask what you think about Unit 2. First, what did you learn in this unit?)
- AJ : *Itu tentang kata benda yang dihitung sama yang gak bisa dihitung, Miss. (That's about noun which can be count and not.)*
- AD : *Iya, Miss. (Yes, Miss.)*
- R : *Bahasa Inggrisnya apa, Dhi? (What does it call in English?)*
- AD : *Counn... mmm...noun. Oiya countable and uncountable noun.*
- R : *Di akhir kalian belajar memakai noun itu untuk menulis teks recount tidak? (In the end of this unit, did you learn how to use these nouns in writing recount texts?)*
- AD & AJ : *Iya, Miss. (Yes, Miss.)*

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

In the interview excerpt, the students told that they understood the intention of their grammar learning in Unit 2, what they had to do and what they had learnt in the unit. Thus, the component is appropriate.

b) Input

The input is evaluated in three aspects: the comprehensibility, attractiveness, and length. The mean values gained from the questionnaire are 4.26, 4, and 4.30. Those scores are categorised as *very good*, *good*, and *very good*. Moreover, they are supported by the interview data below.

- R : *Kalau teksnya sendiri menarik gak? (How about the texts, were they attractive?)*
- AJ : *Semua teksnya kan, Miss? Kalau aku menarik. (All the texts? For me, they were interesting enough.)*
- AD : *Kurang, Miss. (They were less interesting.)*
- R : *Oke, tapi mudah dipahami kan? (Ok, but they were understandable,*

right?)

AJ & AD : *Iya, Miss. (Yes, Miss.)*

R : *Gak kepanjangan kan? (They were not too long to read?)*

AJ & AD : *Gak, Miss. (No, they were not.)*

(Appendix II/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

Based on the interview transcript above the input texts were regarded as interesting, comprehensible, and the length was appropriate for the students. The data then are in line with the questionnaire data. In this way, the component is appropriate.

c) Procedure

In relation to the procedure, the considerations for evaluating the component are whether or not the tasks graded from guided to free and from easy to difficult. The other consideration is the tasks variation. For the former consideration, the mean value is 4 and 4.3. The mean value for the later is 4.6. The data show that those are regarded as *very good*. The interview excerpt below supports those quantitative data.

R : *Latihan-latihannya bertahap dari yang awalnya mudah dan ada clue nya sampai susah dan harus dikerjakan sendiri, apakah begitu? (Were the tasks graded from easy with some clues to free which you have to do it without help?)*

AJ : *Iya, Miss. Kan awalnya cuma menebak gambar gitu trus menentukan noun di paragraf dan menentukan jamak apa satunya apa, Miss? Saya lupa. Hehe. (Yes, Miss. At the beginning, we guessed some nouns and then we had to choose nouns for completing a paragraph, and decided whether they were plural or what. Oh, I forget it.)*

R : *Tunggal, Jeng. Kalau Adhi? (Singular, Jeng. How about your opinion, Adhi?)*

AJ : *Oh iya, Miss.*

AD : *Bertahap, Miss. Latihannya bermacam-macam jadi lengkap dari yang mudah trus susah (Yes, the tasks were graded. They were varied from the easy to the difficult ones.)*

- R : *Kalau menurut Ajeng latihannya bermacam-macam tidak?* (Do you think the same, Jeng?)
 AJ : *Bermacam-macam, Miss.* (Yes, they were various.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

Both the interviewees agreed that the tasks are graded from guided to free and from easy to difficult. They also said that the tasks were various. As the result, the component is appropriate.

d) Setting

In unit 2, the settings are individual and group works. Based on the questionnaire, the students agreed that the component is appropriate, indicated by a mean value of 3.8 which is categorised as *good*. The data is supported by the interview transcript as follows.

- R : *Apakah kegiatannya sudah mewakili ada yang secara mandiri, berpasangan, berkelompok, atau diskusi dalam kelas?* (Were the tasks in individual, pairs, small groups, or class works?)
 AJ : *Sudah, Miss. Itu juga gak monoton kan.* (The tasks were some individual, pairs, small groups, and class works. It made the tasks not monotone?)
 AD : *Iya, Miss, kegiatannya dilakukan secara bervariasi.* (Yes, Miss. The tasks were accomplished in various ways.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The students stated that they did the tasks individually, and through small groups and class discussion. Therefore, the component is appropriate.

e) Teacher Role

In Unit 2, the teacher has to explain the tasks, control the activities in the class, and monitor the students' works. From the result of the questionnaire, the

students show their agreement which is indicated in a mean value of 3.6. This value is categorised as *good*. The following interview excerpt supports the notion.

- R : *Nah, gimana peran guru saat kalian mengerjakan latihan latihannya?* (What did the teacher do when you were doing the tasks?)
- AJ : *Ya macem-macam, Miss. Bu guru sebelumnya nerangin tugasnya itu apa, terus keliling kelas gitu. Kalau ada yang gak bisa dijelasin lagi sama bu guru.* (The teacher did many things; she explained the tasks before asking us to do the tasks. She walked around the class and explained again if there was student who could not do the tasks.)
- AD : *Iya, Miss. Gurunya sudah berperan aktif.* (So, the teacher actively took part, right?)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

According to the qualitative data above, it is clear that the teacher monitored the students' activities when they were doing the task. She also gave information or explanation for the students when they found difficulties. As the whole data support the agreements toward the teacher role, the component is then appropriate.

f) Learner Roles

In Unit 2, the students are asked to actively participate in the teaching and learning process. They agree that they had to perform such role in the task. It is indicated in a mean value of 4.1. It means that the students agree with the component for it is categorized as *good*. The following interview transcript supports the notion.

- R : *Kalau siswanya?* (How about the students?)
- AJ : *Siswanya berperan aktif juga, Miss.* (They were actively took role too.)
- R : *Misalnya?* (For example?)
- AJ : *Ya, kita mengerjakan latihan-latihannya. Kalau disuruh diskusi kita*

yg diskusi. Mungkin cuma ada beberapa yang gojek. (We did the tasks and discussed the tasks if the teacher asked to do so. Maybe, there were just some students did not pay attention.)

AD : *Kalau kita (siswa laki-laki) memang suka gojek, Miss. Itu kan wajar, hehe. Tapi kalau kita gak tahu kita juga nanya ke gurunya kog.* (We did it, honestly but that's common for boys, hehe. However, if we did not understand we would ask the teacher.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The excerpt shows that the students actively accomplished the task. Therefore, the component is appropriate

g) Topic

The topic of Unit 2 is Things around You. The result of the questionnaire which was distributed to the student shows that the topic is appropriate. It is proved by a mean value of 4 which is considered as *good*. Here are the supporting data for the component.

R : *Good, Topik yang digunakan di Unit 2 ini menarik gak?* (Was the topic of Unit 2 interesting?)

AJ : *Topik yang aktivitas sekolah ya? Lumayan, Miss.* (The topic was activity at school, wasn't it? Yeah, that's not bad.)

R : *Adhi?*

AD : *Kurang menarik, Miss.* (That's less attractive, Miss.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The data show that the students are interested by the topic. Because it is in line with the result of the questionnaire, the component is then appropriate.

h) Instructions

The instructions of every task in Unit 2 are appropriate shown in the result of the questionnaire. The data show that the instructions are clear for the students. The mean value of the component is 3.7 which is categorised as *good* based on the

qualitative data conversion. The data are supported by the following interview excerpt.

- R : *Menurut Ajeng petunjuk atau instruksinya jelas tidak?* (Do you think that the instructions were clear, Jeng?)
 AJ : *Jelas, Miss. Mudah diikuti juga.* (Yes, they were clear and easy to follow.)
 R : *Kalau menurut Adhi gimana?* (What do you think, Adhi?)
 AD : *Jelas, Miss. Dan saya bisa mengerjakan latihannya.* (Yes, they were easy and I could do the tasks.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The data show that the students managed to work out the tasks. It means that they thought that the instructions were easy to follow. In conclusion, the component is appropriate.

i) Content

The content is evaluated through three aspects. They are whether or not the explanations of grammar are understandable, motivated the students to learn; whether or not the tasks are easy to accomplish; and whether or not the questions in the developed tasks are understandable. The data show that the gained mean values are 4.3 (which were categorised as *very good*), 4.1 (which were categorised as *good*), 3.9 (which were categorised as *good*), and 4.3 (which were categorised as *very good*). The other data below are needed to help the analysis.

- R : *Apakah penjelasan grammar-nya jelas dan mudah dipahami, dek?*
 (Were the explanations of the grammar clear and understandable?)
 AJ : *Iya, Miss, yang ini penjelasan noun-nya detail jadi mudah dipelajari.*
 (Yes, Miss. These one were more detailed to learn.)
 R : *Oke, bagaimana pendapat Adhi?* (Ok. What do you think, Adhi?)
 AD : *Penjelasannya jelas, Miss. Saya jadi paham noun.* (They were clear and I know about nouns now.)
 R : *Kalau seperti itu English jadi kelihatan lebih mudah untuk dipelajari*

- ya? (So, English seems easier for you to learn, doesn't it?)
- AJ : *Bener banget, Miss. Kadang yang detail seperti ini masih bingung.*
(You're right. I sometimes got difficulty about this detail.)
- AD : *Iya, miss. Jadi gak bingung—s yang menunjukkan jamak sama —s yang di simple present itu, Miss.* (Yes, it seems. I don't get confused about the use of —s in plural or in the simple present tense.)
- R : *Bagus kalau begitu. Sekarang latihan-latihannya apakah kalian dengan mudah menyelesaikannya?* (That's good. Now, did you accomplish the tasks easily?)
- AJ : *Yang ini lebih gampang dari yang Unit 1, Miss.* (These ones were easier than those in Unit 1.)
- AD : *Mudah, Miss* (Yes, they were easy.)
- R : *Pertanyaanya juga mudah dipahami ya?* (The questions were understandable, right?)
- AJ : *He'em, Miss.* (Yes, Miss.)
- AD : *Lumayan, Miss.* (Yes, it was somewhat easy.)
-

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

According to the data above, the students agreed that the explanations were clear. It made English easier for them to learn. The tasks were easy to accomplish for them too. Meanwhile the questions in the tasks were understandable for them. Thus, the component is appropriate.

j) Vocabulary

Vocabulary in Unit 2 is evaluated through two aspects; whether or not the unit help the students to acquire more vocabulary and whether or not the vocabulary is simple and understandable. The students agreed with the aspects indicated by mean values are 4.33 (which is regarded as *very good*) and 4.01 (which is regarded as *good*). The interview transcript below supports the quantitative data.

- R : *Ok, sekarang, kosa katanya. Apakah Unit 2 ini menggunakan kosa kata yang mudah dipahami dan sederhana?* (Ok, now, the vocabulary. Was the vocabulary used in this unit understandable and simple?)
- AJ : *Iya, Miss. (Yes, Miss.)*
- R : *Adhi?*
- AD : *Lumayan, Miss. (It was somewhat simple and understandable.)*
- R : *Kosa kata yang digunakan berhubungan sama teks yang ada juga kan? Terus perbendaharaan kata kalian meningkat tidak?* (Was the vocabulary used in the units related to the texts? Did you improve your vocabulary mastery?)
- AJ : *Kosa katanya sudah satu tema sama teksnya, Miss. Dan cukup meningkatkan kosa kata saya.* (The vocabulary was already in the same topic with the texts. Yes, I did.)
- AD : *Iya, Miss. Membantu sekali.* (Yes, I did.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The students stated the vocabulary used in Unit 2 was simple and understandable and it also helped them improving their vocabulary mastery. In addition, they also said that they were helped by the vocabulary list which is at the end of the unit. With these results, the component is appropriate.

k) Layout

In terms of layout, the considerations for evaluating this component are the attractiveness, clarity, and the arrangement. The questionnaire data show the appropriateness of the component is indicated by mean values 4.4, 4.3, and 4.4. They are regarded as *very good*. The other consideration is the illustrations used in Unit 2. They are clear and help the students comprehend the text. The result is shown in a mean value of 3.7. It is categorised as *good*.

- R : *Sekarang tentang layout-nya. Apakah menurut kalian Unit 2 ini sudah disusun rapi dan mudah untuk dibaca?* (In terms of the layout, was this unit arranged systematically and legible?)
- AJ : *Susunannya jelas kog, Miss. Lebih menarik daripada Unit 1, kalau*

buat saya. (It was well-organised and more attractive than Unit 1, for me.)

AD : *Bagus*, Miss. (It was good.)

R : *Kalau huruf sama gambar-gambarnya bagus dan jelas tidak ya?*
(How about the font and pictures; were they interesting and clear?)

AJ : *Dua-duanya sudah jelas*, Miss. *Gambarnya juga sudah menarik.*
(Both of them were interesting and clear.)

(Appendix I1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 2)

The students agreed that the layout was well-managed and illegible. Also, the font and illustrations were clear for them. Moreover, the illustrations were interesting and helped them to comprehend the texts. For the reason, the component is appropriate.

4) Conclusion for Unit 2

From the three different perspectives, Unit 2 is appropriate with the mean values of 4.11, 4.07 and 4.12, which mean that the unit is *good*. The results of the analysis can be concluded in the following table:

Table 21: The Results of Evaluation and Revisions of Unit 2

Aspects	Results	Revision
the relevance of the developed units to Standard of Competence of grade X senior high school	accepted	-
the relevance of the developed units to the Basic Competency of grade X senior high school	accepted	-
the relevance of the indicators to the Basic Competency	accepted	-
the relevance of the indicators to the activities of the developed units	accepted	-
the units are developed to help the students to practice using their grammar in writing a short recount text	accepted	-
the input texts are interesting	accepted	-
the texts are comprehensible	accepted	-

the length of the input texts is appropriate to the students' level	accepted	-
the topics are interesting for the students	accepted	-
the instructions of each unit are clear	accepted	-
the explanations of grammar are understandable	accepted	-
the explanations of grammar motivate the students to learn	accepted	-
the tasks are easy to accomplish	accepted	-
the questions in the developed units are understandable	accepted	-
the activities used in the developed tasks are sequenced from guided to free	accepted	-
the activities are sequenced from easy to difficult	accepted	-
the activities are varied and interesting	accepted	-
the setting of the developed units meet students' need	accepted	-
the effectiveness of the teacher role shown in the instructions	accepted	-
the effectiveness of the learner roles shown in the instructions	accepted	-
the developed units help the students to acquire more vocabulary	accepted	-
the vocabulary is simple and understandable	accepted	-
the layout used in the developed units is legible	accepted	-
the layout is interesting	accepted	-
the illustrations used in the developed units are clear and help in the students comprehension	accepted	-
the tasks arrangement is systematic	accepted	-

B. Discussion

In this study, two learning objectives are developed and elaborated into two units. Unit 1 consists of 20 tasks and Unit 2 consists of 13 tasks. The tasks are graded and sequenced according to Nunan's (2004) pedagogical sequence for introducing tasks.

At the beginning of the development of the units, target and learning needs were collected using the needs analysis questionnaire. The needs analysis questionnaire and the information collected from the curriculum analysis were then used as a building block to design the units. In developing the units, two main principles, i.e. the principles of teaching grammar (Thornbury, 1999 and Richards, 2001) and materials development (Nunan, 2004; Tomlinson, 2008; and Tomlinson, 2003) were applied.

As stated before, the tasks were developed by considering Nunan's six tasks components: goal, input, procedure, setting, learner roles, and teacher role. The development of the tasks also considered the layout aspect. Then, these tasks components were used to evaluate the units. The results of the unit evaluation are presented as follows.

In relation to the goal, the main goal of Unit 1 is to enable the students to use the simple past tense correctly in writing short recount texts. Then, Unit 2 has the main goal to enable the students to use countable and uncountable nouns correctly in writing short recount texts. The goals include the grammatical features which are needed in learning recount texts because based on the current curriculum a recount text is one of the texts that senior high school students should learn. It is

in line with what Nunan (2004: 42) proposes that the goals should provide a link between the tasks and the boarder curriculum. Meanwhile, the achievement of the goals can be analysed by measuring and asking students' understanding and examining their behaviour during the task accomplishment.

Based on the findings, the goals of the two units are achieved. It is indicated by the result of the questionnaire indicating that most of the respondents understand the goals of the tasks. In addition, the interviewed students stated that they managed to learn about the selected grammatical features which are the goals of the tasks in the units. Their behaviors show that the goals are achieved. It is in line with Nunan's belief (2004: 42) that the goal describes teachers' and learners' observable behaviour.

Meanwhile, input plays a significant role in the teaching and learning process because students whether consciously or unconsciously learn English and grammar through this component. Richards and Schmidt (2002: 261) state that input in language learning is language which a learner hears or receives and from which he or she can learn. In other words, input might be either verbal or non-verbal language (e.g. pictures) and it can be any exposure used to make the students learn the target language. Thus, the units are measured in detail in terms of the inputs through analysing the instructions, input texts, questions in each task, the explanations of the grammar, and vocabulary.

First, the instructions used in the units are clear. They are supported by the results of the evaluation questionnaires indicating that the respondents mostly agreed and the interviewees who stated that they understood what to do with the

tasks by reading the instructions and sometimes without the explanations of the tasks from the teacher. Second, the input texts are appropriate in terms of the length, comprehensibility, and attractiveness. It is indicated by the results of the evaluation questionnaires which show that most of the respondents agreed. Moreover, most of the interviewees thought the same about the components.

Third, the questions used in every task are clear according to the findings. The quantitative data show that most of the respondents agreed. Also, the interviews results most students understand the questions and they can answer them well. The questions-and-answer activity also shows that the students comprehended the input texts and the explanation of grammar well. It is in line with Brown's opinion (2002: 173) that the teacher's questions provide immediate feedback about the students' comprehension.

The results of the evaluation questionnaires for the grammar explanations also show the students' agreements toward the effectiveness of the inputs. Most of them agreed that the explanations are clear because the sentences used in the units are simple. The explanations are also supported by the examples. Based on the interview results, the clarity of the explanation might decrease the students' opinions that grammar was complicated. Thus, the students are motivated to learn English more. It is in line with a hypothesis that inputs should one step beyond the students' current stage of linguistic component (Krashen, 1982 in Nunan, 2004: 79).

Besides, the effectiveness of the inputs of the units are analysed in terms of the vocabulary used. The vocabulary used in the texts, instructions, and

explanations is appropriate because it is simple and helps the students' comprehension. The results of the evaluation questionnaires show that most of the respondents agreed with the notion. Meanwhile, the data gained from the interviews show that the vocabulary is simple and improve the students' vocabulary mastery too. It is in line with the Nunan's considerations in choosing input texts; for example, quantity, vocabulary, and the structural repetition.

In terms of the procedure, the units provide effective tasks which are various and are sequenced effectively. First, the task types are varied such as questions and answers, discussions, guessing meanings, memorizing, matching, analysing errors, and producing texts. It is agreed by most of the respondents of the evaluation questionnaires and the interviewees.

Besides, the tasks are sequenced according to the difficulty. At the beginning of the units, the tasks are not complex in which the students firstly should generate their knowledge of the topic and the grammatical features then they copy the explained grammatical features, carry out drills, and use them in text level. The students also get plenty of help and contextual clues. The respondents and interviewees agreed that the tasks are sequenced from easy to difficult. It is in line with Nunan's opinion that the difficulty can be determined by the type of the student responses required (Nunan, 2004: 172).

In addition, the respondents and interviewees agreed that the tasks are sequenced from guided into free. It can be seen on the amount of the teacher's help during the tasks accomplishment which is reduced gradually from the beginning until the end of the units. It is in line with Feez and Joyce (1998: 17)

who state that the difficulty of a particular task depends on a range of factors including the complexity of the task and the degree of support available. The support is gradually reduced as students begin to function more and more independently (Feez & Joyce, 1998: 34). Nunan (2004: 56) support the notion that at the beginning the control usually rests with the teacher and students should gradually take their own control until they could produce the target language.

Related to teacher's role and learners' role, based on the data of the research findings, the appropriate teacher's roles are as a prompter, a resource, a controller and a tutor. This is in line with Harmer (2001:57-62) who states that a teacher can be a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor, and an observer in the teaching and learning process.

Meanwhile, the appropriate learners' role is to act as the active and responsive participants. The teacher and the learners play their own important role in the materials implementation. The idea is in line with what Nunan (2004: 66-67) proposes; he says that the appropriate materials give the learners chance to be active participants and teacher's role supports the learners' role because the teacher's role and learners' role can not be separated.

In relation to the setting, it is found that pair work, individual work, work in five minutes, work in seven minutes, work in ten minutes, work in fifteen minutes are the appropriate setting in the tasks. Most of the students admitted that they could accomplish the task more effectively when they work in pairs with their partners. This is in line with what Harmer (2001:116) believes. He believes that

the pair works allow the students to work and interact independently without the necessary guidance of the teacher. Thus, they promote student independence.

The layout of the units was also measured to get the appropriateness of the tasks. The illustrations play significant roles in helping the students comprehend the texts. The results of the evaluation questionnaires show that the illustrations help the students' comprehension because they are represented the texts and in the common size so the students can easily understand what pictures they are. The appropriateness of the illustration is indicated by the mean values that are mostly above 3.6. The results of the interviews show that the illustrations indeed helped the students comprehend the texts and understand the explanations.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The objectives of this study are to develop and identify the characteristics of genre-based grammar tasks that are suitable for Grade X students of MAN Yogyakarta in the academic year of 2012/2013. This study is classified as research and development (R & D). It followed a procedure of material development which consists of nine steps. They were identification of needs for materials (needs analysis), exploration of needs, contextual realisation of materials, pedagogical realisation of materials, production of materials, first evaluation of materials (expert judgment), student use of the materials (try-out), second evaluation of materials, and production of the final draft. The data that were used to evaluate the developed tasks were collected using questionnaires and interview guidelines.

Based on the try-out and evaluation result, it could be concluded that genre-based grammar tasks that are suitable for Grade X students of MAN Yogyakarta III are the grammar tasks which help them produce texts and make them think that grammar is not complicated to learn. Thus, they can produce texts more accurately. In addition, the average scores of the questionnaire results which range from 4.07 to 4.28 show that the students agreed on the developed tasks. The details of the results are as follows.

1. Goal

In terms of the questionnaire results, the average scores of the respondents' agreements toward the goals of the tasks range from 3.8 to 4.3. They are in the range of $3.4 < X \leq 4.2$ and > 4.2 representing *good* and *very good* categories. They show that most of the respondents agreed that the tasks facilitate the students to learn about the selected grammatical features. Therefore, the goals are achievable.

2. Input

In relation to the inputs, the average scores of the respondents' agreements of the tasks range from 3.6 to 4.6. They are in the range of $3.4 < X \leq 4.2$ and > 4.2 representing *good* and *very good* categories. They show that most of the respondents agreed that the tasks provide effective inputs for the students during the learning and teaching process. Therefore, the inputs are achievable.

3. Procedure

In relation to the procedures, the average scores of the respondents' agreements of the tasks range from 3.9 to 4.6. They are in the range of $3.4 < X \leq 4.2$ and > 4.2 representing *good* and *very good* categories. They show that most of the respondents agreed that the tasks provide effective procedure for the students to learn about the selected grammatical features. Therefore, the procedure is achievable.

4. Teacher role

In relation to the teacher roles, the average scores of the respondents' agreements of the tasks range from 3.3 to 4.2. They are in the range of $2.6 < X \leq 3.4$ and $3.4 < X \leq 4.2$ representing *fair* and *good* categories. They show that most

of the respondents agreed that the tasks facilitate the teacher to have effective roles during the learning and teaching process. Therefore, the teacher roles are achievable.

5. Learner role

In relation to the student roles, the average scores of the respondents' agreements of the tasks range from 3.6 to 4.4. They are in the range of $3.4 < X \leq 4.2$ and >4.2 representing *good* and *very good* categories. They show that most of the respondents agreed that the tasks facilitate the students to have effective roles during the learning and teaching process. Therefore, the student roles are achievable.

6. Setting

In relation to the setting, the average scores of the respondents' agreements of the tasks range from 3.7 to 4.1. They are in the range of $3.4 < X \leq 4.2$ representing *good* category. It shows that most of the respondents agreed that the tasks provide effective setting for the students during the teaching and learning process. Therefore, the settings are achievable.

7. Layout

In relation to the layout, the average scores of the respondents' agreements of the tasks range from 3.3 to 5. They are in the range of $3.2.6 < X \leq 3.4$, $3.4 < X \leq 4.2$ and > 4.2 representing *fair*, *good* and *very good* categories. They show that most of the respondents agreed that the tasks provide effective layout for the students during the learning and teaching process. Therefore, the layout is achievable.

In terms of the second objectives of this study, there are some characteristics of grammar tasks that are suitable for grade X students of MAN Yogyakarta III. The characteristics were concluded from the results of the try-out and evaluation. Here are the detailed descriptions.

1. The goals

The goals of the tasks should be appropriate to the indicators stated in the course grids, representing the students' current needs, in this case the needs to achieve their learning goals stated in the curriculum. Also, they should be feasible.

2. The input

The input should be comprehensible, interesting, and not too long. The topic should be interesting and familiar for the students. The explanation of the grammatical features should be brief and motivate the students to learn grammar. In addition, the inputs should use simple vocabulary which might help the students to accomplish the tasks and improve their vocabulary mastery.

3. The procedures

The procedures (activities) should be varied and interesting. The tasks here should be simple and accomplishable while challenging in order to avoid the student frustration and to enhance their motivation and confidence in learning grammar. In addition, the procedure should be sequenced from guided to free. The guidance could be from the teacher as facilitator and instructor, the materials, or the other students as monitor and corrector. The procedure should be sequenced from easy to difficult. The tasks should begin with knowledge activation and sharing about the meaning and context among the students. For example, the

activity might be discussion. Then, the tasks should provide chances for the students to learn about the structures and grammar before they practice their knowledge.

4. The teacher roles

The appropriate teacher roles during the teaching and learning process vary in every stage. At first, the teacher should be as a prompter, a resource and a tutor. Meanwhile, during the tasks accomplishment, the teacher should act as an instructor, a facilitator, and a monitor.

5. The learner roles

The appropriate student roles are as the active and responsive participants. Also, they act as monitors for their friends when they work in groups or pairs.

6. The settings

The setting should be varied. In building the context in the beginning of every meeting, it is better for the students to work in small groups or the whole class discussion. Meanwhile, during the tasks accomplishment, they work best in pairs. In addition, it is better to set the tasks for nine minutes because if the students work too long, they might feel bored and tired.

7. The layout

The layout should support the student comprehension. The font, size, and colour should be legible. Also, there should be pictures which are related to the input texts. In addition, all the elements of the developed materials should be arranged systematically and tidily.

B. Suggestions

The suggestions can be addressed to the material developers, English teachers, and students as follows.

1. For other materials developers

Genre-based grammar tasks could be examples or references for other materials developers. They might see how the layout and format design of the developed materials in this study look like, what consideration to take in developing them, and how the characteristics of the tasks are developed to be effective.

2. For English teachers

The developed tasks can be used as supporting materials in the class as variation to teach recount texts. They also can be used as references for English teachers to be more creative in teaching other text types.

3. For students

The developed tasks are suitable for the students because the activities are interesting and fulfil their needs. Also, the tasks are accomplishable and provide detailed and simple explanation of grammar. So, it is expected the tasks could enhance the students' accuracy and motivate them to learn about grammar more.

REFERENCES

- Alessi, S. M. & Trollip, S. R. 2001. *Multimedia for Learning: Methods and Development* (3rd ed). Massachusetts: A Pearson Education Company.
- Borg, W. R & Gall, M. D, 1983. *Educational Research: An Introduction*(4th ed). New York: Longman Inc.
- Brown, H. Douglas. 2001. *Teaching by Principles* (2nd Edt.). New York: Longman Inc.
- Bygate, M., P. Skehan, and M. Swain. (eds.). 2001. *Researching Pedagogical Tasks, Second Language Learning, Teaching, and Testing*. Harlow: Longman Inc.
- Depdiknas. 2006. Kurikulum 2006. *Standar Kompetensi dan Kompetensi Dasar Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*. Jakarta: Departemen Pendidikan Nasional.
- Denscombe, M. 2007. *Open Up Study Skills: The Good Research Guide for Small-Scale Social research Project* (3rd Edt). Berkshire: Open University Press.
- Ellis, R. 2003. *Task-based Language Teaching*. Oxford: Oxford University Press.
- Emilia, E. unknown. *Pendekatan Genre-based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. unknown: Rizqi Press.
- Feez, S. and Joyce, H. 2002. *Text-based Syllabus Design*. Sidney: Macquire University.
- Gall, M.D., Gall, J.P., & Borg, W.R. 2003. *Education Research: An Introduction* (7th ed). New York: Library of Congress Cataloging-in-Publication Data.
- Gelderen, E. 2010. *An Introduction to the Grammar of English* (Rev. Edt). Amsterdam: John Benjamin B.V.
- Greenbaum, S. & Gerald, N. 2002. *An Introduction to English Grammar*(2nd Edt). Harlow: A Pearson Education Company.
- Hammond, J. et al. 1992. *English for Specific Purposes: A Handbook for Teacher of Adult Literacy*. Sidney: NCELTR.

- Harmer, J. 2001. *The Practice of English Language Teaching* (3rd ed). Harlow: A Pearson Education Company.
- Heaton, J.B. 1975. *Writing English Language Tests*. New York: Langman Inc.
- Hewings, A. & Hewings, M. 2005. *Grammar and Context*. London: Rouledge.
- Hutchinson, T. & Waters, A. 1987. *English for Specific Purposes: A Learning-centred Approach*. Cambridge: Cambridge University Press.
- Knapp, P. & Watskin, M. 2005. *Genre, Text, Grammar*. Sidney: University of New South Wales Press.
- Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching* (2nd Edt.). Oxford: Oxford University Press.
- Nettle, M. & Hopskin, D. unknown. *Developing Grammar in Context*. Cambridge: Cambridge University Press.
- Nunan, F. J. 2009. Teaching ESL Students to “Notice” Grammar. *ASIAN EFL Journal* 8,8, art.1.
- Nunan, D. 2004. *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- . 2006. ”Task-based Language Teaching in ASIAN Context: Defining ‘Task’”. *ASIAN EFL Journal*, 8,3, art.1.
- Radford, A. 2009. *An Introduction to English Sentence Structure*. Cambridge: Cambridge University Press.
- Richards, J. C., & Renandya, W. 2002. *Methodology in Language Teaching: An Anthology of Current practice*. Cambridge: Cambridge University Press.
- Richard, J. C. & Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd Edt.). New York: Longman Inc.
- Savage, K.L., Bitterlin, G., & Price, D. 2010. *Grammar Matters: Teaching Grammar in Adult ESL Program*. Cambridge: Cambridge University Press.

- Selinger, H. & Shohamy, E. 1989. *Second Language Research Method*. Oxford: Oxford University Press.
- Sudijono, A. 2006. *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Press.
- Thornbury, S. 1999. *How to Teach Grammar*. Harlow: A Pearson Education Company.
- Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Wiersma, W. & Jurs, Stephen, G. 2009. *Research Methods in Education: An Introduction*. New York: A Pearson Education Company.

APPENDIX

A

THE NEEDS ANALYSIS QUESTIONNAIRE

Kepada:

Siswa/siswi kelas X

MAN Yogyakarta III

Dalam rangka penelitian dan penulisan Tugas Akhir Skripsi Jurusan Pendidikan Bahasa Inggris yg berjudul “*Developing Genre-based Grammar Task for Grade X Students of MAN Yogyakarta III in the Academic year of 2012/2013*”, peneliti mengharap kesediaan siswa-siswi MAN Yogyakarta III kelas X untuk meluangkan waktu guna mengisi angket analisis kebutuhan belajar bahasa Inggris berikut ini.

Angket analisis kebutuhan siswa ini mempunyai dua tujuan utama. Pada bagian pertama angket ini bertujuan untuk mengetahui profil reponden, yakni siswa-siswi kelas X. Pada bagian kedua, angket ini bertujuan untuk mengetahui kebutuhan belajar siswa dan komponen-komponen *grammar tasks* yg diharapkan oleh siswa. Hasil angket ini akan digunakan untuk pengembangan materi pembelajaran lebih lanjut.

Identitas dan semua data tentang siswa sepenuhnya akan dijamin kerahasiaannya oleh peneliti. Oleh karena itu, peneliti meminta kerja sama siswa-siswi untuk mengisi angket dengan sebenar-benarnya.

Atas kerjasama siswa-siswi kelas X peneliti mengucapkan terimakasih.

Sleman, Oktober 2012

Peneliti

Jurusan Pendidikan Bahasa Inggris

Universitas Negeri Yogyakarta

Rani Dewi Puspitasari

NIM. 07202244091

ANGKET ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS SISWA

KELAS X MAN YOGYAKARTA III

Isilah data pribadi adik-adik berikut (pilihan 1, 2, 3, dan 4 bersifat *optional*, yakni tidak memaksa responden untuk mengisinya):

1. Nama lengkap :
2. Nomor induk :
3. Jenis kelamin : L/P
4. Usia :

Jawablah pertanyaan di bawah ini dengan cara melingkari jawaban yang adik-adik pilih (jawaban boleh lebih dari satu). Untuk beberapa nomor, adik-adik diperbolehkan mengisi dengan jawaban di luar pilihan yang disediakan.

5. Menurut adik-adik belajar *grammar* itu berguna bagi adik-adik untuk
 - a. memahami makna saat membaca teks berbahasa Inggris
 - b. membantu adik-adik menulis teks dalam bahasa Inggris
 - c. mendapatkan nilai yang bagus
 - d. menambah pengetahuan
 - e. lainnya ...
6. Topik apa yang adik-adik sukai untuk belajar bahasa Inggris?
 - a. pendidikan (*education*)
 - b. teladan dalam kehidupan sosial (*social life inspiration*)
 - c. liburan (*holiday*)
 - d. lingkungan (*environment*)
 - e. hiburan dan seni (*entertainment and arts*)
 - f. cerita dongeng atau dalam film (*fairy tales or movies*)
 - g. flora dan fauna
 - h. sejarah (*history*)
 - i. legenda (*legend*)
 - j. lainnya ...
7. Jenis teks apa yang adik-adik sukai?
 - a. cerita pendek
 - b. transkrip televisi atau film
 - c. artikel majalah

- d. artikel dari internet
 - e. cerita bergambar
8. Menurut adik-adik seberapa panjang teks yang sesuai untuk belajar bahasa Inggris?
- a. <250 kata
 - b. 251-350 kata
 - c. 351-450 kata
 - d. >450 kata
9. Kegiatan apa yang adik-adik sukai saat mengerjakan soal *grammar*?
- a. mengisi titik-titik (*fill in the blank*)
 - b. menyusun kalimat yang diacak
 - c. mengerjakan soal pilihan ganda
 - d. permainan
 - e. menulis pengalaman pribadi
 - f. menulis cerita pendek
10. Dimana adik-adik lebih suka mengerjakan tugas?
- a. di dalam kelas
 - b. di perpustakaan
 - c. di luar kelas
11. Saat mengerjakan tugas, adik-adik lebih suka bekerja secara
- a. individu
 - b. berpasangan
 - c. berkelompok
 - d. bersama-sama satu kelas
12. Saat kegiatan belajar mengajar, adik-adik lebih suka guru untuk
- a. berjalan mengitari kelas dan mengawasi siswa
 - b. berjalan mengitari kelas dan membantu siswa mengerjakan tugas
 - c. mengarahkan siswa dalam mengerjakan tugas
 - d. memandu dan mengoreksi pekerjaan siswa
13. Saat evaluasi, kegiatan apa yang adik-adik ingin kerjakan?
- a. mengisi titik-titik
 - b. menyusun paragraf yang diacak
 - c. menulis tentang pengalaman pribadi

- d. menulis tentang pengalaman yang menarik atau lucu
 - e. menulis cerita pendek (*fiction*)
14. Menurut adik-adik, belajar *grammar* itu
- a. sangat mudah
 - b. mudah
 - c. biasa
 - d. cukup mudah
 - e. susah
 - f. sangat susah
15. Jika adik-adik mengalami kesulitan dalam belajar *grammar*, apa solusi yang diambil?
- a. bertanya pada teman
 - b. bertanya pada guru
 - c. membaca buku *grammar*
 - d. mencari jawaban dari sumber yang lain (mis. internet)
 - e. lainnya ...
16. Dengan kemampuan *grammar* adik-adik sekarang, pilihlah kegiatan mana yang adik-adik ingin atau butuhkan untuk dipelajari.
- a. membuat kalimat dalam bentuk *past tense*
 - b. membedakan kata benda yang bisa dihitung dengan yang tidak bisa (*countable and uncountable nouns*)
 - c. menyusun frase kata benda dengan benar (*noun phrase*)
 - d. menggunakan preposisi (mis. *at, on, in*) dengan tepat
 - e. membedakan penggunaan *a/an* dan *the*
 - f. menggunakan kata ganti orang (*pronouns*) dengan tepat
 - g. menyusun kalimat pasif, negatif, dan kalimat tanya dengan benar
 - h. lainnya ...

APPENDIX

B

**THE RESULT OF THE
NEEDS ANALYSIS**

The Analysis of the First Questionnaire

Date of the distribution : October 4th, 2012
 Number of students : 26

Statements	Score	Percentage
Question no.5 Menurut adik-adik, belajar grammar itu berguna bagi adik-adik untuk		
a. memahami makna saat membaca teks berbahasa Inggris	18	69%
b. membantu adik-adik menulis teks dalam bahasa Inggris	17	65%
c. mendapatkan nilai yang bagus	2	8%
d. menambah pengetahuan	11	42%
e. lainnya ... bisa berbicara dalam bahasa Inggris dengan baik	4	15%
Question no. 6 Topik apa yang adik-adik sukai untuk belajara bahasa Inggris?		
a. pendidikan (<i>education</i>)	4	15%
b. teladan dalam kehidupan sosial (<i>social life inspiration</i>)	5	19%
c. liburan (<i>holiday</i>)	13	50%
d. lingkungan (<i>environment</i>)	4	15%
e. hiburan dan seni (<i>entertainment and arts</i>)	16	61%
f. cerita dongeng atau dalam film (<i>fairy tales or movies</i>)	21	81%
g. flora dan fauna	5	19%
h. sejarah (<i>history</i>)	3	11%
i. legenda (<i>legend</i>)	4	15%
j. lainnya ...	0	0
Question no 7. Jenis teks apa yang adik-adik sukai?		
a. cerita pendek	17	65%
b. transkrip televisi atau film	12	46%
c. artikel majalah	4	15%
d. artikel dari internet	2	8%
e. cerita bergambar	14	54%
Question no 8. Menurut adik-adik seberapa panjang teks yang sesuai untuk belajar bahasa Inggris?		
a. <250 kata	6	23%
b. 251-350 kata	12	46%
c. 351-450 kata	4	15%

d. >450 kata	1	4%
Question no. 9 Kegiatan apa yang adik-adik sukai saat mengerjakan soal <i>grammar</i> ?		
a. mengisi titik-titik (<i>fill in the blank</i>)	1	4%
b. menyusun kalimat yang diacak	7	27%
c. mengerjakan soal pilihan ganda	11	42%
d. permainan	15	58%
e. menulis pengalaman pribadi	2	8%
f. menulis cerita pendek	3	11%
Question no. 10 Dimana adik-adik lebih suka mengerjakan tugas?		
a. di dalam kelas	4	15%
b. di perpustakaan	7	27%
c. di luar kelas	22	85%
Question no 11. Saat mengerjakan tugas, adik-adik lebih suka bekerja secara		
a. Individu	14	54%
b. berpasangan	7	27%
c. berkelompok	16	61%
d. bersama-sama satu kelas	6	23%
Question no 12. Saat kegiatan belajar mengajar, adik-adik lebih suka guru untuk		
a. berjalan mengitari kelas dan mengawasi siswa	0	0
b. berjalan mengitari kelas dan membantu siswa mengerjakan tugas	15	58%
c. mengarahkan siswa dalam mengerjakan tugas	15	58%
d. memandu dan mengoreksi pekerjaan siswa	7	27%
Question no 13. Saat evaluasi, kegiatan apa yang adik-adik ingin kerjakan?		
a. mengisi titik-titik	10	38%
b. menyusun paragraf yang diacak	3	11%
c. menulis tentang pengalaman pribadi	1	4%
d. menulis tentang pengalaman yang menarik atau lucu	10	38%
e. menulis cerita pendek (<i>fiction</i>)	5	19%
Question no 14. Menurut adik-adik, belajar <i>grammar</i> itu		
a. sangat mudah	1	4%
b. mudah	2	8%
c. biasa	11	42%
d. susah	8	31%
e. sangat susah	0	0
Question no. 15 Jika adik-adik mengalami kesulitan dalam belajar <i>grammar</i> , apa solusi yang diambil?		
a. bertanya pada teman	20	77%

b. bertanya pada guru	17	65%
c. membaca buku grammar	13	50%
d. mencari jawaban dari sumber yang lain (mis. internet)	11	42%
e. lainnya ... melihat bacaan yang ada <i>grammar</i> -nya	1	4%
Question no 16. Dengan kemampuan <i>grammar</i> adik-adik sekarang, pilihlah kegiatan mana yang adik-adik ingin atau butuhkan untuk dipelajari.		
a. membuat kalimat dalam bentuk <i>past tense</i>	13	50%
b. membedakan kata benda yang bisa dihitung dengan yang tidak bisa (<i>countable and uncountable nouns</i>)	10	38%
c. menyusun frase kata benda dengan benar (<i>noun phrase</i>)	9	35%
d. menggunakan preposisi (mis. <i>at, on, in</i>) dengan tepat	5	19%
e. membedakan penggunaan <i>a/an</i> dan <i>the</i>	6	23%
f. menggunakan kata ganti orang (<i>pronouns</i>) dengan tepat	6	23%
g. menyusun kalimat positif, negatif, dan kalimat tanya dengan benar	15	58%
h. lainnya ...		
Menyusun kata dengan benar	1	4%
Pelajaran yang mudah/ jurus jitu untuk menjawab soal	1	4%
Mengerti semua <i>grammar</i> bahasa Inggris	1	4%
Menyusun suatu cerita	1	4%

APPENDIX

C

COURSE GRIDS

COURSE GRID
UNIT 1
UNFORGETTABLE MOMENTS

Students : Senior High School Students Grade X

Objective : Students are able to use the simple past tense correctly in writing short recounts

Indicators	Input of materials	Task	Teacher's role	Students' roles	Setting
1. Students are able to distinguish between the use of the simple present and the simple past tenses.	pictures of different tourism objects	Task 1 discussing the students' experience based on the provided pictures	instructor for knowledge building, facilitator, participant	participants, listeners and performers	whole class discussion
	some sentences of the simple present and the simple past tense	Task 2 studying some 'simple present and simple past tense' sentences	explaining the materials, facilitator	active recipients of outside stimuli, responsible for their own learning	in pairs
	a text of <i>Missing Holiday in Indonesia</i>	Task 5 filling in blanks with 'am, is, are, was, or were' to know how they are used in different situations	monitor	correctors for the friend sitting next to them	individual
2. Students are able to choose the correct situations to use the simple present and the simple past tenses.	a text of <i>A Visit to 'Gua Pindul'</i>	Task 3 Correcting a text by choosing the appropriate verbs and answering some questions	monitor, motivator	participants, monitors	in pairs
	short explanation and the examples of the simple past tense.	Task 4 studying notes	facilitator	participants, responsible for their own learning	individual

	a text of <i>Missing Holiday in Indonesia</i>	Task 5 filling in blanks with ‘ <i>am, is, are, was, or were</i> ’ to know how they are used in different situations	monitor	correctors for the friend sitting next to them	individual, whole class discussion
3. Students are able to write the changes of verbs in the past tense forms.	a text of <i>A Visit to ‘Gua Pindul’</i>	Task 6 finding verbs in the text of task 3 and the meanings based on the context and learning how they are used in different situations	monitor	participants	whole class
	short explanation of the spelling of verbs in the past forms	Task 7 studying the notes	facilitator	participants, responsible for their learning	individual
	some examples of regular and irregular verbs	Task 8 filling in blanks with verbs taken from the List of Irregular Verbs at the end of the book	facilitator, monitor	participants, monitors	whole class
	a text of <i>Camping at Yosemite National Park</i>	Task 9 completing a story with words in the box and changing some into past forms	monitor, motivator	participants, monitor	in pairs
	a text of <i>Unlucky Day</i>	Task 10 correcting a paragraph by writing ‘ <i>right</i> ’ if the verb form is right and replacing the verb if it is wrong	monitor, motivator	participants, correctors	individual
		Task 11 doing a crossword using the correct verbs of some sentences	monitor	participants	individual

4. Students are able to use the expressions of time appropriately.		Task 12 completing sentences with appropriate time expressions from the right side list by drawing arrows to connect the both sides	facilitator, monitor	autonomy learners	individual
5. Students are able to use the prepositions of place and time accurately.	short explanation of the use of 'at, on, and in'	Task 13 studying explanation about prepositions of place ('at, on, and in').	facilitator	active recipients of the teacher's stimuli, participants	whole class discussion
	a short text of <i>Flight to Bali</i>	Task 14 choosing the correct preposition 'at, on, or in' in a text	monitor	participants, correctors	in pairs
5. Students are able to use the prepositions of place and time accurately.	short explanation of the use of 'at, in, and on'	Task 15 studying notes of prepositions of time ('at, on, and in')	facilitator	active recipients of the teacher's stimuli, participants	whole class discussion
	a short text of <i>Special Moment</i>	Task 16 completing a text using 'at, on, or in'	monitor	participants, correctors for their friends' work	individual
6. Students are able to write a recount text with the appropriate use of the simple past tense.		Task 17 rearranging jumbled words into correct sentences and writing down those sentences in the provided spaces	participant	participants	in pairs
		Task 18 making and answering questions	facilitator, motivator	autonomous participants	in pairs
		Task 19 rearranging jumbled sentences into a good paragraph	monitor	Participants	Individual

		Task 20 writing down unforgettable moments and posting the writing on the teacher's blog to have grammatical check from other students	facilitator, monitor, motivator	autonomous participants	individual
--	--	---	---------------------------------	-------------------------	------------

COURSE GRID
UNIT 2
THINGS AROUND YOU

Students : Senior High School Students Grade Semester 1

Objective : Students are able to write a short recount text with the appropriate use of nouns.

Indicators	Input of materials	Task	Teacher's role	Students' roles	Setting
1. Students are able to recognize nouns.	pictures of some school activities	Task 1 telling and discussing experience at school by answering some questions	stimulator, motivator, facilitator	active recipients of the teacher stimuli, participants, monitors	in groups
	picture of several nouns	Task 2 studying some pictures and matching each of them with the appropriate setting based on the students' knowledge	monitor,	participants	in pairs, whole class discussion

	a text of <i>Plant Observation</i>	Task 3 reading a text and filling in blanks with appropriate words in the box.	facilitator	participants	in pairs
	a text of <i>Plant Observation</i>	Task 4 deciding some statements true/false and correcting the false ones.	stimulator, monitor	readers, autonomous participants, correctors	in pairs
	a text of <i>Plant Observation</i>	Task 6 finding nouns used in the text of task 3, finding the meaning in dictionary, and classifying them into countable and uncountable noun	monitor	participants	individual
2. Students are able to distinguish between countable and uncountable nouns.	short explanation of countable and uncountable nouns	Task 5 studying notes	explaining the materials	passive recipients of the teacher's stimuli	whole class discussion
	a text of <i>Plant Observation</i>	Task 6 finding nouns used in the text of task 3, finding the meaning in dictionary, and classifying them into countable and uncountable nouns	monitor	participants	individual
3. Students are able to write the plural forms of countable nouns in sentences accurately.	the plural forms of countable nouns	Task 7 studying notes	facilitator, explaining the materials	participants, recipients	whole class discussion
	some pictures	Task 8 naming some pictures and changing them into the plural forms	instructor	participant	individual
	a text of <i>The Football Competition</i>	Task 9 choosing the correct forms of the underlined words in a text	monitor	participants, monitors	in pair

	a short text of <i>Helping My Friends</i>	Task 10 filling in blanks with the appropriate nouns and adding 'a/an' or changing them in the plural forms if necessary	monitor	autonomous participants	individual
4. Students are able to write the plural forms of uncountable nouns using the appropriate expressions of quantity.	some measurement for uncountable nouns expressions	Task 11 studying notes	facilitator	participants	whole class discussion
	a text of <i>Swimming</i>	Task 12 reading and completing a text using some words by writing down the answers in the rightside column	monitor	participant	individual
5. Students are able to write a short recount text with the correct use of nouns.		Task 13 writing down experience at school with the correct use of nouns and asking corrections from other students (the students may use the questions on task 20 in Unit 1 to develop their text)	monitor, corrector, motivator	autonomous participant	individual

APPENDIX

D

THE DEVELOPED TASKS

APPENDIX

D

FIRST DRAFT

UNIT 1

UNFORGETTABLE MOMENTS



<http://kilaubiru.wordpress.com>

Coming back from holiday, you like to tell your friends about your unforgettable experience. You may need to use sentences in the simple past tense to describe your past experience. Do you know how to do so?

RANI DEWI PUSPITASARI

GENRE-BASED GRAMMAR TASKS FOR
GRADE X STUDENTS
UNIT 1

A. LET'S GET READY



Task 1

Have you ever been at the following places? In pairs, discuss the activities you did there. The following words may help you.

excursion [ɪk'skɜːʃn] (kb)	: pesiar, piknik
crater ['kreɪtə(r)] (kb)	: kawah
monument ['mɒnjumənt] (kb)	: monumen
beach [bi:tʃ] (kb)	: pantai
playground ['pleɪgraʊnd] (kb)	: taman bermain

Tanah Lot Beach, Bali



<http://bukuwisata.blogspot.com>

Monumen Nasional, Jakarta



<http://unosa.net>

Tangkuban Perahu, West Java



<http://antaranews.com>

Dunia Fantasi, Jakarta



<http://areamagz.com>



Task 2

Study the following sentences.

See how the verbs are used in different situations.



Usually



Yesterday



Picture: Round Up 3

James usually **finishes** work at 4.30 p.m. Yesterday he **finished** work at 1.00 p.m. He usually **goes** home by train. Yesterday he **went** home by taxi. He usually **has** dinner at home. Yesterday he **had** dinner in a restaurant with his friends. He usually **goes** to bed early. Yesterday he **went** to bed late because it was his birthday

Now make your own paragraph as the same with the example above. Tell your friends what you usually do and something that you unusually did yesterday.

B. LET'S ACT



Task 3

Correct the text by choosing the appropriate verbs. Then, answer the questions.

An Amazing Adventure



Picture: <http://desawisatabejiharjo.net>

I spend my last holiday in Yogyakarta. My friends, who lived there, and I 1) visit/visited *Gua Pindul* (Pindul Cave). It is located in Bejiharjo village, one hour and a half drive from Yogyakarta. In this cave, there 2) are/were an underground stream and beautiful rocks along it where we could have an adventure.

We 3) arrive/arrived there at 8 a.m. We did not know the cave well so we were accompanied by two tour guides. Before we 4) enter/entered the cave, they explained the procedure of the adventure and 5) give/gave us life bouys and helmets. First, we had cave surfing. Inside the cave, we found an open area with tall rocks at the edge of the river. Although it 6) is/was dark along the river, we enjoyed it. We dived into the water and 7) swim/swam around. I could not swim at that time but now I 8) swim/swam well.

Second, we had river rafting outside the cave. We 9) enjoy/enjoyed the beautiful view along the river while we were laying on the life bouys. At some spots, the flow of the river was very swift. It 10) gets/got our adrenaline going and it made the adventure felt amazing.

- Where did they go when they were in Yogyakarta?
- What did the writer and his/her friends do inside the cave?
- What should they wear when having the adventure?
- What did the writer do outside the cave?



Task 4

Study the following notes.

You use the simple past tense in your sentences to talk about past events, past actions, or past conditions. The verbs used change in past forms (V2). Mostly, they can be seen on the additional ‘-d/-ed’ at the end of the verbs.

affirmative	negative	interrogative
S + V2	S + did not + V1	Did + S + V1?
<i>We arrived at 8 o'clock.</i>	<i>We did not know the cave well.</i>	<i>Did they know the cave well?</i>

For ‘to be’, they change into ‘was’ or ‘were’

affirmative	negative	interrogative
S + was/were	S + was/were not	Was/were + S?
<i>It was an amazing experience.</i>	<i>It was not appropriate for children under five.</i>	<i>Were they happy at that time?</i>

You use the simple past tense for actions/events/conditions which finished at a stated time in the past. So, it is used with time expressions of the past, such as:

yesterday

last night/week/month/year

when

then

a day/week/month/year ago

in 1980

See other examples below:



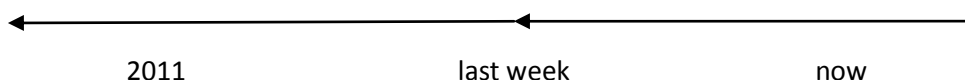
<http://visitindo.com>



<http://masterfile.com/movie>



<http://overstock.com>



*I am telephoning my friend **now**. I usually tell her anything.*

***Last week**, I watched a movie with her.*

*We also went to Bali to study a traditional dance **in 2011**.*

From the examples above, you could see different tenses are used in different situations. Here is the explanation of the sentences above:

For the actions finished in the past (*watching a movie last week and going to Bali in 2011*) we use the simple past tense.

Meanwhile, for the action happening at the time of speaking like *telephoning*, we use the present continuous tense.

For the current repeated action such as *telling her friend anything*, we use the simple present tense. We also use it to talk about things and situations that are generally true, permanent states or habitual actions.

the simple past tense → *I watched a movie* (S + V2 + O)

We went to Bali (S + V2 + C)

the present continuous → *I am telephoning* (S + V-ing)

the simple present → *I tell her anything* (S + V1 + O)



Task 5

Fill in the blanks with 'am, is, are, was, or were'. They are used in different situations. Compare your works with your friends'. Number one has been done for you.

Missing Holiday at Indonesia



Today, I 1) **am** at home. It 2) _____ Saturday morning and it 3) _____ very cold. It is only a month since my family and I 4) _____ on holiday in Indonesia. I still remember our experience there when we spend holiday at beautiful beaches. The weather 5) _____ fantastic; it 6) _____ really hot and sunny. We 7) _____ all happy then. It 8) _____ not long ago, of course, but I 9) _____ already missing the sun and the sea. Well, it 10) _____ nice to be back home with all our friends.

Adapted from: Round-up 3

Picture: <http://www.masterfile.com/holiday>



Task 6

Find these verbs in the text of task 3. Find the meanings based on the context. Then, learn how they are used in different situations. You may discuss with your friends.

visited [ˈvɪzɪtɪd]		get around	
went [went]		[get əˈraʊnd]	
arrived [əˈraɪvd]		have [hæv]	
live [lɪv]		flew [flu:]	
walk [wɔ:k]		spent [spent]	
drove [drəʊv]		left [left]	



Task 7

How do we spell verbs in the past forms? Study the following notes.

In sentences which are in the simple past tense, some verbs change regularly by ending with -d/ -ed. You can remember the changes easily by classifying them into some categories below.

-e → -d	one syllable → double consonant + ed	consonant + y → -ied	vowel + y → -yed
like – liked	stop – stopped	fry – fried	play – played
close – closed	chop – chopped	dry – dried	convey – conveyed
move – moved	drop – dropped	cry – cried	stay – stayed

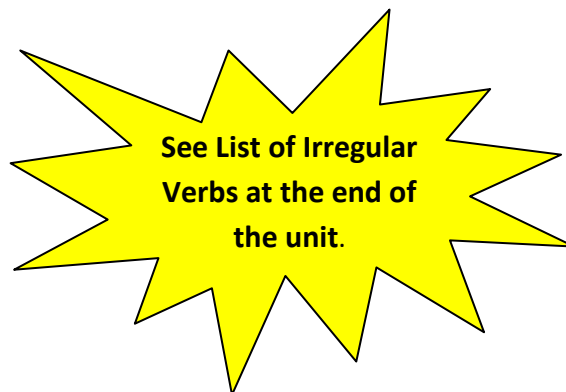
Some verbs irregularly change into past forms. They have special forms such as the examples below.

present form

go
drink
see

past form

went
drank
saw



Task 8

Look at List of Irregular Verbs at the end of the unit and fill in the blanks.

Present	Past	Present	Past
...	had	carry	...
take	...	do	...
drink	...	enjoy	...
...	put	...	became
make	...	say	...
chat	..	get	..
tell	saw
...	brought	...	went



Task 9

Complete the following story with words in the box. You may need to change some into past forms.

when	try	stay	tell	last week	at night
invite	drive	arrive	believe	leave	sit

Camping at Yosemite National Park

My cousin, Ben, 1) _____ me to go camping with him and some of his friends. We decided to go to Yosemite National Park, a very famous and beautiful park about five hours drive from Ben's home 2) _____.



We 3) _____ after breakfast on Wednesday morning and 4) _____ at the park about two o'clock in the afternoon. As soon as we arrived, we 5) _____ to our assigned campsite, parked, and unloaded the food and the equipment. Tim, Ben's dog, 6) _____ in the van while we were setting up the tents and organising the campsite.

We had to put our food into a big metal container called 'bear box'. It was because the camp rangers told us 7) _____ we arrived that there were bears in the campground. The bears were very smart and could smell food anywhere, even the food which was wrapped in plastic. The rangers also 8) _____ us that bears often broke into tents and cars to get food.

After dinner, we 9) _____ around the campsite joking about snakes, mountain lions, and other wild creatures. We 10) _____ to scare one another with predictions of how snakes would crawl into our sleeping bags or how bears would rip open our tents 11) _____. Certainly, none of us really 12) _____ that there were bears around.



*Adapted from: Latihan Ujian/Try Out SMA Tahap 3 2010/2011 Kabupaten Sleman
Picture: <http://ehow.com>*



Task 10

A student wrote a testimony about her progress in English. In this testimony, write 'right' if the verb form is right and correct it if it is wrong. Compare your work with your friends'.

An Unlucky day

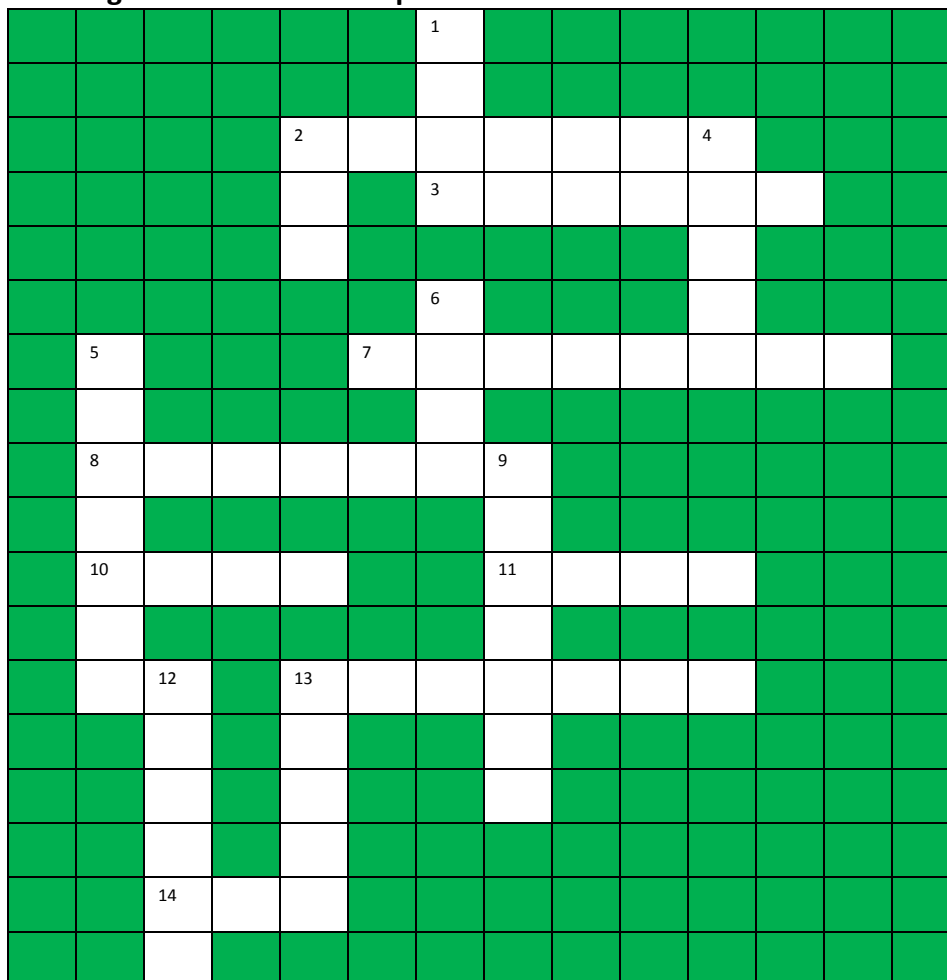
We <u>had</u> an English lesson this morning on the past simple.	...right.....
It <u>didn't was</u> too difficult, we 1 <u>read</u> about some children	...wasn't.....
and how they spent their pocket money, and then	1
2 <u>studied</u> the grammar. My problem was the irregular	2
verbs - I 3 <u>didn't knew</u> that there were so many of	3
them, and I just 4 <u>couldn't</u> remember all the past forms.	4
I 5 <u>fell</u> silly once or twice when I 6 <u>was</u> wrong. I also	5
7 <u>didn't realise</u> that you need to put a verb in the past	6
even when you say the time something happens, like	7
'yesterday'. After the lesson I went shopping, and 8 <u>bought</u>	8
some clothes, which 9 <u>costed</u> more than I meant to spend!	9
I didn't even have enough money left to catch the train	10
home, so I walked, and it 10 <u>taked</u> me nearly an hour.	

Taken from: Developing Grammar in Context



Task 11

Do this crossword using the verbs of the following sentences. You will have to change them first into the past forms.



- How did you learn to ride a bicycle?
My father teach (3) me when I was 13. I ride (6) my bike the next two weeks.
- Paul and I played badminton yesterday. He played much better than me so he win (2 down) easily. I lose (1) with score 7-20 in 30 minutes only.
- Jim throw (4) a ball to Sue but it hit (14) her head.
- Ann spend (13 down) a lot of money last month. She buy (12) an expensive dress.
- We visit (5) Kate's house but she be (2 across) at home.
- The hotel cost (11) very expensive. So, I decide (9) to stay at my cousin's house.
- John take (10) a photograph of me before he study (13 across) aboard in London.
- Somebody follow (7) me last night. I was frightened and start (8) to run.



Task 12

Complete the sentences with the appropriate time expression from the right side list. Draw an arrow to connect both sides. See the example.

1. We saw a really good film

2. They went to Egypt for the whole month of August....

3. My parents teach English at an orphanage

4. I am working I can't come with you.

5. She sneezes when she is near cats; she's allergic.

6. He passed his driving test.....

two months ago

at the moment

every weekend

in 1986

last night

always



Task 13

You sometimes need to use prepositions 'at, on, or in' to tell about where you experienced something. Study the explanation below.

Prepositions of place 'at, on, in'

'at a point'

We use 'at' mainly with:

- public places/buildings: at the airport, at the library
- addresses: at his sister's house, at Magelang Street Km 15 No. 18
- nouns with zero article: at school, at home

'on a surface'

We use 'on' with any surface like:

- streets/roads: on the way home, on Magelang Street
- parts of things: on the table, on my hand, on the wall

'in an area'

We use 'in' mainly with:

- large areas: in Europe, in Borneo
- towns / parts of towns: in Paris, in Yogyakarta.
- outside areas: in the garden, in the zoo
- rooms: in the living room, in the class.

Task 14

Choose the correct prepositions 'at, on, or in'. Discuss it with your partner.

Flight to Bali

<http://actclassy.com>

I never forget my first experience going by plane alone. It was February, 2012 when I visited my friend, Made, 1) in/at Bali. I arrived 2) at/on the airport at 9 o'clock and took a taxi. It just took fifteen minutes to Made's house. I could see her house 3) on/at the end of street. It was a beautiful house with a unique fountain 4) in/at the centre of its garden.

Made was standing 5) at/on the door with her big smile 6) on/in her face when I arrived. Then, we chatted about many things 7) in/at her room. Made told me that there were many beautiful sceneries around. After taking an enough rest, we decided to go out. We enjoyed a fascinating sunset sitting 8) at/on the beach. We were very happy to meet again. The last time I met her was 9) at/in our graduation party. Now, I can remember the moment we were together from a picture hanging 10) at/on the wall in my bedroom.



Task 15

When telling about the time you spent on your holiday, for example, you need to know how to use prepositions 'at, on, and in'. Study the notes below.

Prepositions of time 'at, on, in'	
Functions	Examples
1. We use 'at' for exact times.	at 9 o'clock, at lunchtime, at night, at Christmas, at the weekend
2. We use 'on' for days/ dates/ parts of the days which are not followed by 'the'.	on Monday, on June 1 st , on Saturday night, on my birthday, on Christmas day
3. We use 'in' for parts of the day which are followed by 'the', months, seasons, periods, and centuries.	in the evening, in May, in 2005, in Ramadhan, in Spring, in the 21 st century



Task 16

The following text is about an Idul Fitri celebration. Complete it using 'at, on, or in'. Compare your work with your friends'. Number one has been done for you.

A Special Moment

We usually visited our big family *at* (1) Idul Fitri. However Idul Fitri ... (2) 2012 was very special because my big family who lived in Sumatra celebrated Idul Fitri at my house. They came one day before, ... (3) Monday. ... (4) the afternoon, we made Ketupat and Opor Sayur and ... (5) night all my family and I went Takbir Keliling.

People in my village held Sholat led ... (6) Idul Fitri day, ... (7) August 19th. Everybody took the prayer devoutly ... (8) that time. After that, we asked and gave apologize each others.

My big family and I had lunch together ... (9) 11 o'clock. Surprisingly, my sister declared that she would get married ... (10) December ... (11) my birthday. Everybody was happy to hear that. We had a very good time.



Task 17

Rearrange these jumbled words into correct sentences. Write down those sentences in the provided spaces.

1. holiday-moment-an-we-last-unforgettable-had

2. my-Yogyakarta-car-to-I-travelled-to-family- by

3. at-Sunday-arrived-on-Parangtritis-at-we-9 o'clock

4. exclusive-an-near-beach-hotel- then-we-at-the-stayed

5. sun-beautiful-the-so-scenery-was-especially-set-the-when

6. horse-the-played-kite-a-rode-we-and-on-a-waves-flew

7. days-grandmother's-spent-at-the-next-our-home-we

8. morning-two-we-home-in-weeks-the-ago-went



Task 18

In pairs, ask and answer questions as in the example.

	go to the beach	watch movie	visit relatives	stay at home
Rahmat	√		√	
Aisyah		√	√	
Mr. & Ms. Syarifuddin		√		√
you				

- Rahmat / go to the beach? ...Did Rahmat go to the beach? Yes, he did.....
- Rahmat / watch movie?
- Rahmat / stay at home?
- Aisyah / go to the beach?
- Aisyah / visit relatives?
- Aisyah / stay at home?
- Mr. & Ms. Syarifuddin / go to the beach?
.....
- Mr. & Ms. Syarifuddin / visit relatives?
.....

Now write short paragraphs as in the example:

- Rahmat ...went to the beach and visited his relatives. He didn't watch movie or stay at home.....
- Aisyah
.....
- Mr. & Ms. Syarifuddin
.....
- I
.....



Task 19

Rearrange the jumbled sentences below into a good paragraph.

- We cooked potatoes and drank Coke.	Sentence ...
- We all felt happy.	Sentence ...
- Then, we met some French tourists and spoke to them in French.	Sentence ...
- Last weekend, I went camping with my friends.	Sentence ...
- Three of us put up the tents while the others collected wood and made a fire.	Sentence ...
- In the evening, Tom played the guitar and everybody sang songs.	Sentence ...
- At about midnight, we went to bed.	Sentence ...
- We took tents and sleeping bags.	Sentence ...

C. LET'S CHECK YOUR COMPETENCE



Task 20

Tell your friends about your unforgettable holiday. Then, post your writing on your teacher's blog. Let two of your friends check the grammar.

The following questions may help you in developing your composition.

1. What is one of your unforgettable moments? When? Where? With whom?
2. What did you do at that moment?
3. Was there anything shocking, embarrassing, funny, wonderful, ridiculous, and terrible happening?

List of Difficult Words

assign /ə'saɪn/ v	: menempatkan
campsite /kæmp saɪt/ n	: tempat untuk berkemah
crawl /krɔ:l/ v	: merangkak, bergerak pelan-pelan
creature /'kri:tʃə(r)/ n	: makhluk
declare /dɪ'kleə(r)/ v	: menyatakan, menerangkan
devoutly /dɪ'vaʊtli/ adverb	: dengan tulus-ikhlas
orphanage /'ɔ:fənɪdʒ/ n	: panti asuhan
ranger /'reɪndʒə(r)/ n	: penjaga taman/hutan
rip /rɪp/ v	: merobek
unload /,ʌn'ləʊd/ v	: membongkar muatan

List of Irregular Verbs

infinitive	past simple	past participle	infinitive	past simple	past participle
be	was/were	been	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bet	bet	bet	pay	paid	paid
bite	bit	bitten	put	put	put
blow	blew	blown	read	read	read
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
broadcast	broadcast	broadcast	rise	rose	risen
build	built	built	run	ran	run
burst	burst	burst	say	said	said
buy	bought	bought	see	saw	saw
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
creep	crept	crept	sew	sewed	sewn/sewed
cut	cut	cut	shake	shook	shaken
deal	dealt	dealt	shine	shone	shone
dig	dug	dug	shoot	shot	shot
do	did	done	show	showed	shown/showed
draw	drew	drawn	shrink	shrank	shrunk
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
flee	fled	fled	spit	spat	spat
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stank

grow	grew	grown	strike	struck	struck
hang	hung	hung	swear	swore	swore
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	swing	swung	swung
hit	hit	hit	take	took	token
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
kneel	knelt	knelt	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	weep	wept	wept
let	let	let	win	won	won
lie	lay	lain	write	wrote	written

UNIT 2

THINGS AROUND YOU



[http:// www.tx.english-ch.com](http://www.tx.english-ch.com)



[http:// www.bp.blogspot.com](http://www.bp.blogspot.com)

There are a lot of things you find in daily life, such as stationery, food, and drink. You can count some of them but not all. Do you know which nouns are countable and uncountable? How to make them into plural forms?

RANI DEWI PUSPITASARI

GENRE-BASED GRAMMAR TASKS FOR
GRADE X STUDENTS
UNIT 2

A. LET'S GET READY



Task 1

There are many experiences happen at junior high school. Do you still remember the following moments? Tell your friends in a group of four by answering the following questions.

1. Which experience at junior high school do you still remember? See the pictures.
2. Who was involved?
3. Did you prepare some things before doing it? What were they?
4. What did you do at that moment?
5. Was there something that made the moment unforgettable?



<http://facebook.com/smksatupenabur>



<http://sciencesfun.com>



<http://wartakomptras.com>



<http://sdncibuluh.co.id>



Task 2

In pairs, study the following nouns. Match each with the appropriate settings based on your knowledge.



classroom
activity



exercise



ceremony



extracurricular

B. LET'S ACT



Task 3

Read the following text carefully. Then, fill in the blanks with appropriate words in the boxes.

rose

bus

school

trees

grass

pollution

salt

beach

bushes

ate

hill

excursion

Dear Mum and Dad,

Last semester, my classmates and I went on an 1) _____ because my geography teacher gave a class project to observe plants. After the sun 2) _____ on Thursday morning, we went to Port Kembla 3) _____. There were not many plants because of the 4) _____ and the sand. Then, we got back on the 5) _____.

Next we visited a steelwork. We sat on a 6) _____ beside it and looked around observing the plants. We saw 7) _____ and 8) _____ but there were not many plants grew. A man told us that it was due to the effect of 9) _____. He also said that there were many big rats lived in a tunnel near the steelwork as another effect.

Then, we got back on the bus and went to Keira rainforest for about thirty minutes. We got off the bus and 10) _____ our little lunch in a clearing. Then, we continued our observation. We saw many different types of plants and 11) _____. We saw wattle trees, tall trees, thin trees and rock plants.

After that we got back on the bus and went back to 12) _____. We arrived there at 2 o'clock. Then we went into our class and talked about our excursion. We had to make reports on what we had observe at that day.

Adapted from: www.authspot.com



<http://www.nybg.org/plant->



<http://www.terraproject.net>



<http://www.billbeardcostarica.com>



Task 4

According to the information of the text above, write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.





No	Statements	T/F	Correction
1.	The writer went for fun.	<i>F</i>	<i>The writer went for accomplishing a school task.</i>
2.	The writer observed the plants for a week.		
3.	The writer accomplished the task in a group.		
4.	The writer visited three different areas.		
5.	There were effects of pollution produced by the steelwork.		
6.	The writer had the observation at local areas.		
7.	The writer couldn't find the factors that were significant on the plants' growth.		
8.	All the missing words are nouns.		



Task 5

Study the following notes.

In tasks 1, 2, and 3, you used some different nouns. They can be classified as follows.

Countable Nouns	Uncountable Nouns
<ul style="list-style-type: none"> I eat an apple every day. I like apples. <p>- Countable nouns are things we can count.</p> <p>- They have singular and plural forms. 'apple – apples'</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;">one apple</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;">two apples</div> </div> <p>Examples of countable nouns:</p> <ul style="list-style-type: none"> There was a beach near my house. Anna sang a song. We had some cups for tea. 	<ul style="list-style-type: none"> I eat bread every day. I like bread. <p>- Uncountable nouns are things we cannot count.</p> <p>- They have only one form. 'bread'</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;">not one bread</div> </div> <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;">not two bread</div> </div> <p>Examples of uncountable nouns:</p> <ul style="list-style-type: none"> There is sand in my shoes. Anna listened to music. We did not have enough water. <p>Uncountable nouns include:</p> <p>Foods/drinks : butter, meat, bread, water, cheese, fish</p> <p>Materials : paper, wood, silver, iron</p> <p>Abstract nouns : anger, love, sadness</p> <p>Other nouns : money, soap, information, oil</p>



Task 6

Find the nouns used in the text of task 3. Write them in the right column. Find the meanings in a dictionary.

Countable Nouns			Uncountable Nouns



Task 7

Study the following notes.

When there is more than one countable noun, you need to change them into plural forms.

Plural Forms of Regular Countable Nouns			
Noun + s	Noun + es	Noun + ies	Noun + ves
When nouns end in consonants -p, -b, -t, -d, -k, -c -g, -h, -v, -m, -n, -l, -p, -r, -w, -y, -z or vowel -a, -e, you just need to add -s in the end of the nouns.	When nouns end in -s, -ss, -sh, -ch, -x, -o, you need to add -es in the end of the nouns.	When nouns end in a consonant + y, you need to replace the final letter 'y' with -ies.	When nouns end in -f, -ef, you need to replace the final letter 'f' with -ves.
Example: balls, toys, roses, books, dogs, cats	Example: dresses, watches, tomatoes, boxes	Example: babies, puppies	Example: leaves, knives wives, wolves
	Exception: radios, pianos photos, videos		Exception : roofs, handkerchiefs, chiefs, proofs,

Some nouns change into plural forms irregularly, for examples:

Plural Forms of Irregular Countable Nouns			
child → children	foot → feet	fish → fish	mouse → mice
man → men	tooth → teeth	sheep → sheep	ox → oxen
woman → women	goose → geese	deer → deer	louse → lice



Task 8

Look at the pictures and fill in the blanks with the plural forms. Number one has been done for you.



1. a girl -



...two girls....



2. a mouse



.....



3. a sandwich -



.....



4. a deer -



.....



5. a wolf -



6. a woman -



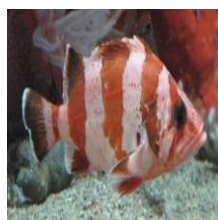
7. a butterfly -



8. a cherry -



9. a ball -



10. a fish -



Task 9

Circle the correct forms of the underlined words in the text. You may work with your partner.

My Football Competition

When I was in the Junior High School, I joined two 1) club/clubs. They were Football Club and the Karate Club. I joined those clubs because I love 2) a sport/sports, specially football and karate. I played football on Sunday mornings and karate on Mondays at 4 p.m.

One day my football club joined 3) a football competition/competitions. There were eight clubs joining the competition. At the middle of the match, 4) my foot/feet were injured. I had to take a rest for a

while and my teacher took care of me. She wrapped them with green 5) leafs/leaves as herbal medicine. Fortunately, our club led the match without me. It was because one of 6) my friend/friends could grab the ball and made score although he was blocked among our opponent team who ran so fast like a group of 7) deer/deers. Then, we had to defeat one club to get to the final. Remarkably, we won again.

After those two matches, we had lunch in the cafeteria nearby. I felt better and managed to play again. We were so impatient to play in the last game. It was the hard one because our 8) opponent/opponents was very tough. Finally, we won the game with a nice score of 3 – 2. We were very happy when we brought the 9) a trophy/ trophys/trophies of top score and best team. Those were dedicated to our school as 10) proves/proofs of our victory.



<http://aaikhwan.files.wordpress.com>



<http://ww4.hdnux.com/photos>



<http://media.kansascity.com>

Adapted from: Interlanguage: English for Senior High School Student X



Task 10

Fill in the blanks with the appropriate nouns. Add a/an or change them into the plural forms if necessary.

key	cookie	coat	sugar	coffee
friend	medicine	question	headache	lemonade

1. Last week, I couldn't get into the laboratory because I didn't have _____
2. My friend and I waited the laboratory keeper at the canteen. I drank a glass of _____ and my friend ordered a cup of _____
3. It was fantastically hot at that time. I wondered whether Kate felt unwell when I know she chose hot drink. Moreover, she wore _____
4. I asked her, "Are you feeling unwell? Would you like _____ in your coffee? You should take _____ with your coffee."
5. Then, she told that she got _____
6. I suggested her not to drink coffee and take _____ instead.
7. Suddenly, she fell down. I took her to the student health centre while my other _____ were surprised staring at her.
8. I heard they were asking _____ when I got out of the canteen.





Task 11

Study the following notes

Uncountable nouns sometimes are used with units of measurement, like the following red-typed words:



Taken from: Round-up 3

When you want to express meanings of the plural of the uncountable nouns, you can change the measurement units by adding –s at the end of them.

Example:



two glasses of lemonade



three slices of bread



Task 12

Read and complete the text using the following words. Write down your answer in the right column. See the example.

some bowls of
two bottles of

a piece of
a big plate of

a bar of
a slice of

a bucket of
two pieces of

Swimming

When I was in my senior high school, I joined a swimming club. Each year I and my friends spent our holiday at our trainer's house by the sea. We usually swam or just chatted on the beach drinking Coke.

One day, I had a tiring trip to get there. My friends and I went by motorcycle. Before we arrived, my motorcycle suddenly stopped because I ran out of fuel. I had to walk for two kilometres to buy 1) gas. The seller did not have any change and he gave me 2) chocolate instead. My friend, who went with me, and I just gave smile to each other ridiculously and ate 3) the chocolate before continuing our trip.

My other friends had already enjoyed swimming at the beach when we arrived. Then, I put on my swimming suit and 4) cloth to cover my body. Then, I ran down to the sea across the sand and jumped in. My friend splashed 5) water onto my head. We swam and played water until the sun set.

When our trainer's wife, Mrs. Smith, rang a bell, we went back to the house for food. We had 6) cream soup and 7) fried rice. Before we began to eat, Mrs. Smith put 8) grilled meat on my plate. She knew that I felt tired because I walked far that day.

Adapted from: *Interlanguage: English for Senior High School Students X*

example:

*some cans of
Coke*

1)

2)

3)

4)

5)

6)

7)

8)

C. LET'S CHECK YOUR COMPETENCE



Task 13

Write down your experience at your school. Then, ask two of your friends to have corrections on it. You may use the questions on task 20 in Unit 1 to develop your text. Use some nouns including:

three singular countable nouns; pay attention to the use of 'a/an' and 'to be (was)'.

two countable nouns in plural which end on -ies

two countable nouns in plural which end on -ves

two countable nouns which change irregularly; pay attention to the use of 'were'.

three uncountable nouns which use expressions of quantity

List of Difficult Words

<i>chef</i> /ʃef/ <i>n</i>	: koki
<i>clearing</i> /'kliəriŋ/ <i>n</i>	: ruang terbuka (biasanya di hutan)
<i>defeat</i> /di'fi:t/ <i>v</i>	: mengalahkan
<i>excursion</i> /ɪk'skɜ:ʃn/ <i>n</i>	: darmawisata
<i>gas</i> /gæs/ <i>n</i>	: bensin
<i>grab</i> /græb/ <i>v</i>	: merebut, menyerobot
<i>grill</i> /grɪl/ <i>v</i>	: memanggang
<i>manage</i> /'mænidʒ/ <i>v</i>	: berhasil, mengatur
<i>opponent</i> /ə'pəʊnənt/ <i>n</i>	: lawan
<i>ox</i> /ɒks/ <i>n</i>	: lembu jantan
<i>proof</i> /pru:f/ <i>n</i>	: bukti
<i>rat</i> /ræt/ <i>n</i>	: tikus (besar)
<i>remarkably</i> /rɪ'mɑ:kəbli/ <i>adv</i>	: sungguh
<i>steelwork</i> /'sti:lwɜ:ks/ <i>n</i>	: pabrik baja
<i>tunnel</i> /'tʌnl/ <i>n</i>	: terowongan
<i>victory</i> /'vɪktəri/ <i>n</i>	: kemenangan

APPENDIX

D

FINAL DRAFT

UNIT 1

UNFORGETTABLE MOMENTS



<http://kilaubiru.wordpress.com>

Coming back from holiday, you like to tell your friends about your unforgettable experience. You may need to use sentences in the simple past tense to describe your past experiences. Do you know how to do so?

RANI DEWI PUSPITASARI

GENRE-BASED GRAMMAR TASKS FOR
GRADE X STUDENTS
UNIT 1

A. LET'S GET READY



Task 1

Have you ever been in the following places? In pairs, discuss the activities you did there. The following words may help you.

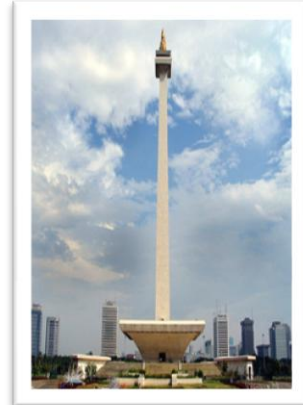
excursion [ɪk'skɜːʃn] (kb)	: pesiar, piknik
crater ['kreɪtə(r)] (kb)	: kawah
monument ['mɒnjumənt] (kb)	: monumen
beach [bi:tʃ] (kb)	: pantai
playground ['pleɪgraʊnd] (kb)	: taman bermain

Tanah Lot, Bali



<http://bukuwisata.blogspot.com>

Monumen Nasional, Jakarta



<http://unosa.net>

Tangkuban Perahu, West Java



<http://antaranews.com>

Dunia Fantasi, Jakarta



<http://areamagz.com>



Task 2

Study the following sentences.

See how the verbs are used in different situations.



Usually



Yesterday



Picture: Round Up 3

James usually **finishes** work at 4.30 p.m. Yesterday he **finished** work at 1.00 p.m. He usually **goes** home by train. Yesterday he **went** home by taxi. He usually **has** dinner at home. Yesterday he **had** dinner in a restaurant with his friends. He usually **goes** to bed early. Yesterday he **went** to bed late because it was his birthday.

Now make your own paragraph as the same with the example above. Tell your friends what you usually do and something that you unusually did yesterday.

B. LET'S ACT



Task 3

Circle the appropriate verbs for the text below. Then, answer the questions.

An Amazing Adventure



Picture: <http://desawisatabejiharjo.net>

I spend my last holiday in Yogyakarta. My friends, who lived there, and I 1) visit/visited *Gua Pindul* (Pindul Cave). It is located in Bejiharjo village, one hour and a half drive from Yogyakarta. In this cave, there 2) are/were an underground stream and beautiful rocks along it where we could have an adventure.

We 3) arrive/arrived there at 8 a.m. We did not know the cave well so we were accompanied by two tour guides. Before we 4) enter/entered the cave, they explained the procedure of the adventure and 5) give/gave us life bouys and helmets. First, we had cave surfing. Inside the cave, we found an open area with tall rocks at the edge of the river. Although it 6) is/was dark along the river, we enjoyed it. We dived into the water and 7) swim/swam around. I could not swim at that time but now I 8) swim/swam well.

Second, we had river rafting outside the cave. We 9) enjoy/enjoyed the beautiful view along the river while we were laying on the life bouys. At some spots, the flow of the river was very swift. It 10) gets/got our adrenaline going and it made the adventure felt amazing.

- Where did they go when they were in Yogyakarta?
- What did the writer and his/her friends do inside the cave?
- What should they wear when having the adventure?
- What did the writer do outside the cave?



Task 4

Study the following notes.

You use the simple past tense in your sentences to talk about past events, past actions, or past conditions. The verbs used change in past forms (V2). Mostly, they can be seen on the additional ‘-d/-ed’ at the end of the verbs.

Affirmative	Negative	Interrogative
S + V2	S + did not + V1	Did + S + V1?
<i>We arrived at 8 o'clock.</i>	<i>We did not know the cave well.</i>	<i>Did they know the cave well?</i>

For ‘to be’, they change into ‘was’ or ‘were’.

Affirmative	Negative	Interrogative
S + was/were	S + was/were not	Was/were + S?
<i>It was an amazing experience.</i>	<i>It was not appropriate for children under five.</i>	<i>Were they happy at that time?</i>

You use the simple past tense for actions/events/conditions which finished at a stated time in the past. So, it is used with time expressions of the past, such as:

yesterday

last night/week/month/year

when

then

a day/week/month/year ago

in 1980

See other examples below:



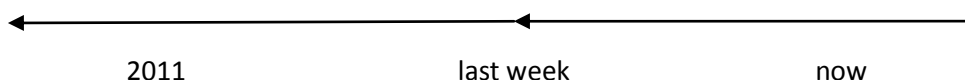
<http://visitindo.com>



<http://masterfile.com/movie>



<http://overstock.com>



*I am telephoning my friend **now**. I usually tell her anything.*

***Last week**, I watched a movie with her.*

*We also went to Bali to study a traditional dance **in 2011**.*

From the examples above, you could see different tenses are used in different situations. Here is the explanation of the sentences above:

For the actions finished in the past (*watching a movie last week and going to Bali in 2011*) we use the simple past tense.

Meanwhile, for the action happening at the time of speaking like *telephoning*, we use the present continuous tense.

For the current repeated actions or habits such as *telling her friend anything*, we use the simple present tense. We also use it to talk about things and situations that are generally true or permanent states.

the simple past tense → *I watched a movie* (S + V2 + O)

We went to Bali (S + V2 + C)

the present continuous → *I am telephoning* (S + V-ing)

the simple present → *I tell her anything* (S + V1 + O)



Task 5

Fill in the blanks with 'am, is, are, was, or were' based on the situations. Compare your works with your friends'. Number one has been done for you.

Missing Holiday at Indonesia



Today, I 1) **am** at home. It 2) _____ Saturday morning and it 3) _____ very cold. It is only a month since my family and I 4) _____ on holiday in Indonesia. I still remember our experience there when we spend holiday at beautiful beaches. The weather 5) _____ fantastic; it 6) _____ really hot and sunny. We 7) _____ all happy then. It 8) _____ not long ago, of course, but I 9) _____ already missing the sun and the sea. Well, it 10) _____ nice to be back home with all our friends.

*Adapted from: Round-up 3
Picture: <http://www.masterfile.com/holiday>*



Task 6

Find these verbs in the text *An Amazing Adventure* and find the meanings based on the context. You may discuss with your friends.

Verbs	Meanings	Verbs	Meanings
visited ['vɪzɪtɪd]		get around	
went [went]		[get ə'raʊnd]	
arrived [ə'raɪvd]		have [hæv]	
live [lɪv]		flew [flu:]	
walk [wɔ:k]		spent [spent]	
drove [drəʊv]		left [left]	



Task 7

How do we spell verbs in the past forms? Study the following notes.

In sentences which are in the simple past tense, some verbs change regularly by ending with -d/ -ed. You can remember the changes easily by classifying them into some categories below.

-e → -d	one syllable → double consonant + ed	consonant + y → -ied	vowel + y → -yed
like – liked	stop – stopped	fry – fried	play – played
close – closed	chop - chopped	dry – dried	convey – conveyed
move – moved	drop – dropped	cry – cried	stay- stayed

Some verbs irregularly change into past forms. They have special forms such as the examples below.

present form

go
drink
see

past form

went
drank
saw

See List of Irregular Verbs at the end of the unit.



Task 8

Look at List of Irregular Verbs at the end of the unit and fill in the blanks.

Present	Past	Present	Past
...	had	carry	...
take	...	do	...
drink	...	enjoy	...
...	put	...	became
make	...	say	...
chat	..	get	..
tell	saw
...	brought	...	went



Task 9

Complete the following story with words in the box. You may need to change some into past forms.

when	try	stay	tell	last week	at night
invite	drive	arrive	believe	leave	sit

Camping at Yosemite National Park

My cousin, Ben, 1) _____ me to go camping with him and some of his friends. We decided to go to Yosemite National Park, a very famous and beautiful park about five hours drive from Ben's home 2) _____.



We 3) _____ after breakfast on Wednesday morning and 4) _____ at the park about two o'clock in the afternoon. As soon as we arrived, we 5) _____ to our assigned campsite, parked, and unloaded the food and the equipment. Tim, Ben's dog, 6) _____ in the van while we were setting up the tents and organising the campsite.

We had to put our food into a big metal container called 'bear box'. It was because the camp rangers told us 7) _____ we arrived that there were bears in the campground. The bears were very smart and could smell food anywhere, even the food which was wrapped in plastic. The rangers also 8) _____ us that bears often broke into tents and cars to get food.

After dinner, we 9) _____ around the campsite joking about snakes, mountain lions, and other wild creatures. We 10) _____ to scare one another with predictions of how snakes would crawl into our sleeping bags or how bears would rip open our tents 11) _____. Certainly, none of us really 12) _____ that there were bears around.



*Adapted from: Latihan Ujian/Try Out SMA Tahap 3 2010/2011 Kabupaten Sleman
Picture: <http://ehow.com>*



Task 10

A student wrote a testimony about her progress in English. In this testimony, write 'right' if the verb form is right and correct it if it is wrong. Compare your work with your friends'.

An Unlucky day

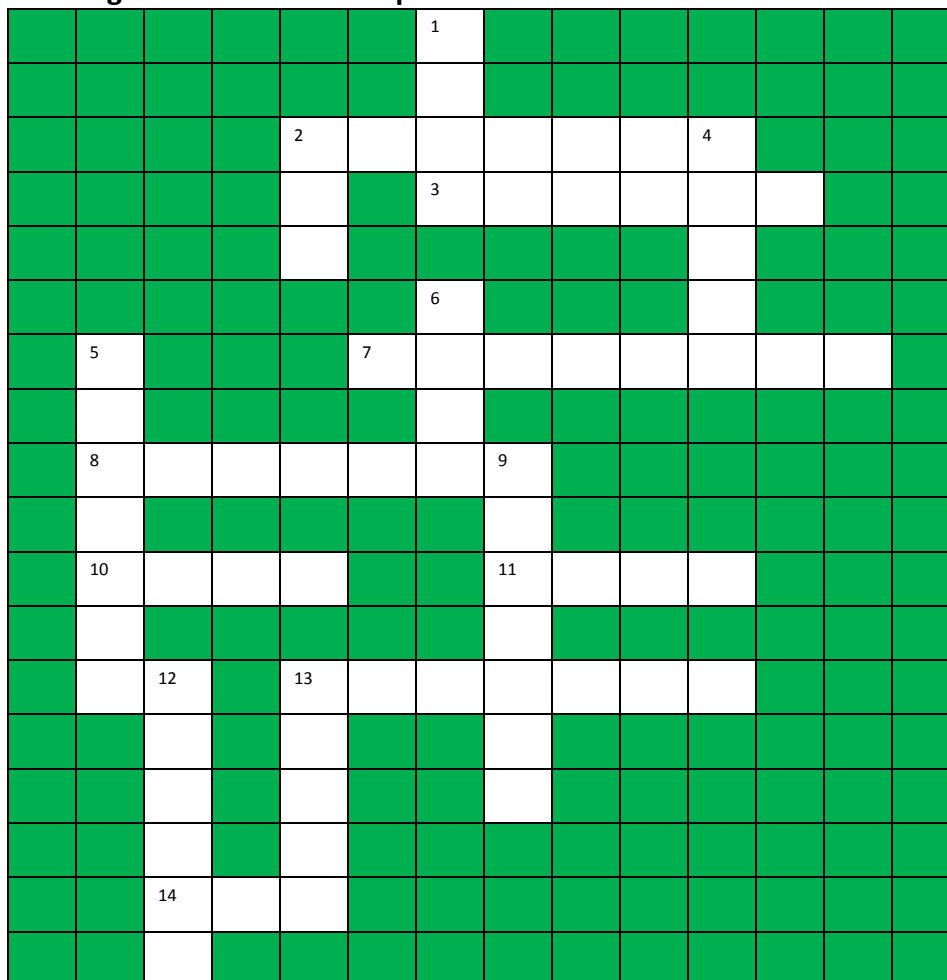
We <u>had</u> an English lesson this morning on the past simple.	...right.....
It <u>didn't was</u> too difficult, we 1 <u>read</u> about some children	...wasn't.....
and how they spent their pocket money, and then	1
2 <u>studied</u> the grammar. My problem was the irregular	2
verbs - I 3 <u>didn't knew</u> that there were so many of	3
them, and I just 4 <u>couldn't</u> remember all the past forms.	4
I 5 <u>fell</u> silly once or twice when I 6 <u>was</u> wrong. I also	5
7 <u>didn't realise</u> that you need to put a verb in the past	6
even when you say the time something happens, like	7
'yesterday'. After the lesson I went shopping, and 8 <u>bought</u>	8
some clothes, which 9 <u>costed</u> more than I meant to spend!	9
I didn't even have enough money left to catch the train	10
home, so I walked, and it 10 <u>taked</u> me nearly an hour.	

Taken from: Developing Grammar in Context



Task 11

Do this crossword using the verbs of the following sentences. You will have to change them first into the past forms.



a. How did you learn to ride a bicycle?

My father teach (3) me when I was 13. I ride (6) my bike the next two weeks.

b. Paul and I played badminton yesterday. He played much better than me so he win (2 down) easily. I lose (1) with score 7-20 in 30 minutes only.

c. Jim throw (4) a ball to Sue but it hit (14) her head.

d. Ann spend (13 down) a lot of money last month. She buy (12) an expensive dress.

e. We visit (5) Kate's house but she be (2 across) at home.

f. The hotel cost (11) very expensive. So, I decide (9) to stay at my cousin's house.

g. John take (10) a photograph of me before he study (13 across) aboard in London.

h. Somebody follow (7) me last night. I was frightened and start (8) to run.



Task 12

Complete the sentences with the appropriate time expression from the right side list. Draw an arrow to connect both sides. See the example.

1. We saw a really good film

2. They went to Egypt for the whole month of August....

3. My parents teach English at an orphanage

4. I am working I can't come with you.

5. She sneezes when she is near cats; she's allergic.

6. He passed his driving test.....

two months ago

at the moment

every weekend

in 1986

last night

always



Task 13

You sometimes need to use prepositions 'at, on, or in' to tell about where you experienced something. Study the explanation below.

Prepositions of place 'at, on, in'

'at a point'

We use 'at' mainly with:

- public places/buildings: at the airport, at the library
- addresses: at his sister's house, at Magelang Street Km 15 No. 18
- nouns with zero article: at school, at home

'on a surface'

We use 'on' with any surface like:

- streets/roads: on the way home, on Magelang Street
- parts of things: on the table, on my hand, on the wall

'in an area'

We use 'in' mainly with:

- large areas: in Europe, in Borneo
- towns / parts of towns: in Paris, in Yogyakarta
- outside areas: in the garden, in the zoo
- rooms: in the living room, in the class

Task 14

Circle the correct prepositions 'at, on, or in'. Discuss it with your partner.

Flight to Bali

<http://actclassy.com>

I never forget my first experience going by plane alone. It was February 2012 when I visited my friend, Made, 1) in/at Bali. I arrived 2) at/on the airport at 9 o'clock and took a taxi. It just took fifteen minutes to Made's house. I could see her house 3) on/at the end of street. It was a beautiful house with a unique fountain 4) in/at the centre of its garden.

Made was standing 5) at/on the door with her big smile 6) on/in her face when I arrived. Then, we chatted about many things 7) in/at her room. Made told me that there were many beautiful sceneries around. After taking an enough rest, we decided to go out. We enjoyed a fascinating sunset sitting 8) at/on the beach. We were very happy to meet again. The last time I met her was 9) at/in our graduation party. Now, I can remember the moment we were together from a picture hanging 10) at/on the wall in my bedroom.



Task 15

When telling about the time you spent on your holiday, for example, you need to use prepositions 'at, on, and in'. Study the notes below.

Prepositions of time 'at, on, in'	
Functions	Examples
1. We use 'at' for exact times.	at 9 o'clock, at lunchtime, at night, at Christmas, at the weekend
2. We use 'on' for days/ dates/ parts of the days which are not followed by 'the'.	on Monday, on June 1 st , on Saturday night, on my birthday, on Christmas day
3. We use 'in' for parts of the day which are followed by 'the', months, seasons, periods, and centuries.	in the evening, in May, in 2005, in Ramadhan, in Spring, in the 21 st century



Task 16

Complete the text below using 'at, on, or in'. Compare your work with your friends'. Number one has been done for you.

A Special Moment

We usually visited our big family *at* (1) Idul Fitri. However Idul Fitri ... (2) 2012 was very special because my big family who lived in Sumatra celebrated Idul Fitri at my house. They came one day before, ... (3) Monday. ... (4) the afternoon, we made Ketupat and Opor Sayur and ... (5) night all my family and I went Takbir Keliling.

People in my village held Sholat led ... (6) Idul Fitri day, ... (7) August 19th. Everybody took the prayer devoutly ... (8) that time. After that, we asked and gave apologize each others.

My big family and I had lunch together ... (9) 11 o'clock. Surprisingly, my sister declared that she would get married ... (10) December ... (11) my birthday. Everybody was happy to hear that. We had a very good time.



Task 17

Rearrange these jumbled words into correct sentences. Write down those sentences in the provided spaces.

1. holiday-moment-an-we-last-unforgettable-had

2. my-Yogyakarta-car-to-I-travelled-to-family- by

3. at-Sunday-arrived-on-Parangtritis-at-we-9 o'clock

4. exclusive-an-near-beach-hotel- then-we-at-the-stayed

5. sun-beautiful-the-so-scenery-was-especially-set-the-when

6. horse-the-played-kite-a-rode-we-and-on-a-waves-flew

7. days-grandmother's-spent-at-the-next-our-home-we

8. morning-two-we-home-in-weeks-the-ago-went



Task 18

In pairs, ask and answer questions as in the example.

	go to the beach	watch movie	visit relatives	stay at home
Rahmat	√		√	
Aisyah		√	√	
Mr. & Ms. Syarifuddin		√		√
you				

- Rahmat / go to the beach? ...Did Rahmat go to the beach? Yes, he did.....
- Rahmat / watch movie?
- Rahmat / stay at home?
- Aisyah / go to the beach?
- Aisyah / visit relatives?
- Aisyah / stay at home?
- Mr. & Ms. Syarifuddin / go to the beach?
.....
- Mr. & Ms. Syarifuddin / visit relatives?
.....

Now write short paragraphs as in the example:

- Rahmat ...went to the beach and visited his relatives. He didn't watch movie or stay at home.....
- Aisyah
.....
- Mr. & Ms. Syarifuddin
.....
- I
.....



Task 19

Rearrange the jumbled sentences below into a good paragraph.

- We cooked potatoes and drank Coke.	Sentence ...
- We all felt happy.	Sentence ...
- Then, we met some French tourists and spoke to them in French.	Sentence ...
- Last weekend, I went camping with my friends.	Sentence ...
- Three of us put up the tents while the others collected wood and made a fire.	Sentence ...
- In the evening, Tom played the guitar and everybody sang songs.	Sentence ...
- At about midnight, we went to bed.	Sentence ...
- We took tents and sleeping bags.	Sentence ...

C. LET'S CHECK YOUR COMPETENCE



Task 20

Tell your friends about your unforgettable holiday. Then, post your writing on your teacher's blog. Let two of your friends check the grammar.

The following questions may help you in developing your composition.

1. What is one of your unforgettable moments? When? Where? With whom?
2. What did you do at that moment?
3. Was there anything shocking, embarrassing, funny, wonderful, ridiculous, and terrible happening?

List of Difficult Words

assign /ə'sain/ v	: menempatkan
campsite /kæmp saɪt/ n	: tempat untuk berkemah
crawl /krɔ:l/ v	: merangkak, bergerak pelan-pelan
creature /'kri:tʃə(r)/ n	: makhluk
declare /dɪ'kleə(r)/ v	: menyatakan, menerangkan
devoutly /dɪ'vaʊtli/ adverb	: dengan tulus-ikhlas
orphanage /'ɔ:fənɪdʒ/ n	: panti asuhan
ranger /'reɪndʒə(r)/ n	: penjaga taman/hutan
rip /rɪp/ v	: merobek
unload /,ʌn'ləʊd/ v	: membongkar muatan

List of Irregular Verbs

infinitive	past simple	past participle	infinitive	past simple	past participle
be	was/were	been	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bend	bent	bent	meet	met	met
bet	bet	bet	pay	paid	paid
bite	bit	bitten	put	put	put
blow	blew	blown	read	read	read
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
broadcast	broadcast	broadcast	rise	rose	risen
build	built	built	run	ran	run
burst	burst	burst	say	said	said
buy	bought	bought	see	saw	saw
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
creep	crept	crept	sew	sewed	sewn/sewed
cut	cut	cut	shake	shook	shaken
deal	dealt	dealt	shine	shone	shone
dig	dug	dug	shoot	shot	shot
do	did	done	show	showed	shown/showed
draw	drew	drawn	shrink	shrank	shrunk
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	slide	slid	slid
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
flee	fled	fled	spit	spat	spat
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stank

grow	grew	grown	strike	struck	struck
hang	hung	hung	swear	swore	swore
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	swing	swung	swung
hit	hit	hit	take	took	token
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
kneel	knelt	knelt	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	weep	wept	wept
let	let	let	win	won	won
lie	lay	lain	write	wrote	written

UNIT 2

THINGS AROUND YOU



<http://www.tx.english-ch.com>



<http://www.bp.blogspot.com>

There are a lot of things you find in daily life, such as stationery, food, and drink. You can count some of them but not all. Do you know which nouns are countable and uncountable? How to make them into plural forms?

RANI DEWI PUSPITASARI

GENRE-BASED GRAMMAR TASKS FOR GRADE X STUDENTS

UNIT 2

A. LET'S GET READY



Task 1

Look at the pictures below.



<http://facebook.com/smksatupenabur>



<http://sciencesfun.com>



<http://wartakomptras.com>



<http://sdncibuluh.co.id>

Have you ever been in the same situation? Tell your friends in a group of four by answering the following questions.

1. Which experience at junior high school do you still remember? See the pictures.
2. Who was involved?
3. Did you prepare some things before doing it? What were they?
4. What did you do at that moment?
5. Was there something that made the moment unforgettable?



Task 2

In pairs, study the following nouns. Match each with the appropriate settings.



A



B

classroom
activity



C



D

exercise



E



F

ceremony



G



H

extracurricular

B. LET'S ACT



Task 3

Read the following text carefully. Then, fill in the blanks with appropriate words in the boxes.

rose	bus	school	tress	grass	pollution
salt	beach	bushes	ate	hill	excursion

Plant Observation

Last semester, my classmates and I went on an 1) _____ because my geography teacher gave a class project to observe plants. After the sun 2) _____ on Thursday morning, we went to Port Kembla 3) _____. There were not many plants because of the 4) _____ and the sand. Then, we got back on the 5) _____.

Next we visited a steelwork. We sat on a 6) _____ beside it and looked around observing the plants. We saw 7) _____ and 8) _____ but there were not many plants grew. A man told us that it was due to the effect of 9) _____. He also said that there were many big rats lived in a tunnel near the steelwork as another effect.

Then, we got back on the bus and went to Keira rainforest for about thirty minutes. We got off the bus and 10) _____ our little lunch in a clearing. Then, we continued our observation. We saw many different types of plants and 11) _____. We saw wattle trees, tall trees, thin trees and rock plants.

After that we got back on the bus and went back to 12) _____. We arrived there at 2 o'clock. Then we went into our class and talked about our excursion. We had to make reports on what we had observe at that day.



<http://www.terraproject.net>



<http://www.billbeardcostarica.com>

Adapted from: www.authspot.com



Task 4

Put a tick (✓) in the column to show whether the statement is true or false. Correct the false statement. Look at the example.




No	Statements	T	F	Correction
1.	The writer went for fun.		✓	<i>The writer went for accomplishing a school task.</i>
2.	The writer observed the plants for a week.			
3.	The writer accomplished the task in a group.			
4.	The writer visited three different areas.			
5.	There were effects of pollution produced by the steelwork.			
6.	The writer had the observation at local areas.			
7.	The writer had his/her lunch in the cafeteria nearby.			
8.	The writer couldn't find the factors that were significant on the plants' growth.			
9.	The writer should make a report for the observation.			
10.	All the missing words are nouns.			



Task 5

Study the following notes.

In Task 1, 2, and 3, you used some different nouns. They can be classified as follows.

Countable Nouns	Uncountable Nouns
<ul style="list-style-type: none"> I eat an apple every day. I like apples. <p>- Countable nouns are things we can count.</p> <p>- They have singular and plural forms. 'apple – apples'</p> <div style="text-align: center;">  <p>one apple</p> </div> <div style="text-align: center;">  <p>two apples</p> </div> <p>Examples of countable nouns:</p> <ul style="list-style-type: none"> There was a beach near my house. Anna sang a song. We had some cups for tea. 	<ul style="list-style-type: none"> I eat bread every day. I like bread. <p>- Uncountable nouns are things we cannot count.</p> <p>- They have only one form. 'bread'</p> <div style="text-align: center;">  <p>not one bread</p> <p>not two bread</p> </div> <p>Examples of uncountable nouns:</p> <ul style="list-style-type: none"> There is sand in my shoes. Anna listened to music. We did not have enough water. <p>Uncountable nouns include:</p> <p>Foods/drinks : butter, meat, bread, water, cheese, fish</p> <p>Materials : paper, wood, silver, iron</p> <p>Abstract nouns : anger, love, sadness</p> <p>Other nouns : money, soap, information, oil</p>



Task 6

Find the nouns from the text in Task 3 and write them in the right column. Find the meanings in a dictionary.

Countable Nouns			Uncountable Nouns



Task 7

Study the following notes.

When there are more than one countable noun, you need to change them into plural forms.

Plural Forms of Regular Countable Nouns			
Noun + s	Noun + es	Noun + ies	Noun + ves
When nouns end in consonants -p, -b, -t, -d, -k, -c -g, -h, -v, -m, -n, -l, -p, -r, -w, -y, -z or vowel -a, -e, you just need to add -s in the end of the nouns.	When nouns end in -s, -ss, -sh, -ch, -x, -o, you need to add -es in the end of the nouns.	When nouns end in a consonant + y, you need to replace the final letter 'y' with -ies.	When nouns end in -f, -ef, you need to replace the final letter 'f' with -ves.
Example: balls, toys, roses, books, dogs, cats	Example: dresses, watches, tomatoes, boxes	Example: babies, puppies	Example: leaves, knives wives, wolves
	Exception: radios, pianos photos, videos		Exception : roofs, handkerchiefs, chiefs, proofs,

Some nouns change into plural forms irregularly, for examples:

Plural Forms of Irregular Countable Nouns			
child → children	foot → feet	fish → fish	mouse → mice
man → men	tooth → teeth	sheep → sheep	ox → oxen
woman → women	goose → geese	deer → deer	louse → lice



Task 8

Look at the pictures and fill in the blanks with the plural forms. Number 1 has been done for you.



1. a girl -



...two girls....



2. a mouse



.....



3. a sandwich -



.....



4. a deer -



.....



5. a wolf -



6. a woman -



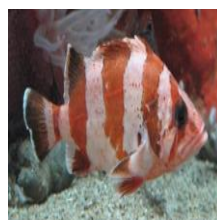
7. a butterfly -



8. a cherry -



9. a ball -



10. a fish -



Task 9

Circle the correct forms of the underlined words. You may work with your partner.

My Football Competition

When I was in the Junior High School, I joined two 1) club/clubs. They were Football Club and the Karate Club. I joined those clubs because I love 2) a sport/sports, specially football and karate. I played football on Sunday mornings and karate on Mondays at 4 p.m.

One day my football club joined 3) a football competition/competitions. There were eight clubs joining the competition. At the middle of the match, 4) my foot/feet were injured. I had to take a rest for a

while and my teacher took care of me. She wrapped them with green 5) leafs/leaves as herbal medicine. Fortunately, our club led the match without me. It was because one of 6) my friend/friends could grab the ball and made score although he was blocked among our opponent team who ran so fast like a group of 7) deer/deers. Then, we had to defeat one club to get to the final. Remarkably, we won again.

After those two matches, we had lunch in the cafeteria nearby. I felt better and managed to play again. We were so impatient to play in the last game. It was the hard one because our 8) opponent/opponents was very tough. Finally, we won the game with a nice score of 3 – 2. We were very happy when we brought the 9) a trophy/ trophys/trophies of top score and best team. Those were dedicated to our school as 10) proves/proofs of our victory.



<http://aaikhwan.files.wordpress.com>



<http://ww4.hdnux.com/photos>



<http://media.kansascity.com>

Adapted from: Interlanguage: English for Senior High School Student X



Task 10

Fill in the blanks with the appropriate nouns. Add a/an or change them into the plural forms if necessary.

key	cookie	coat	sugar	coffee
friend	medicine	question	headache	lemonade

1. Last week, I couldn't get into the laboratory because I didn't have _____
2. My friend and I waited the laboratory keeper at the canteen. I drank a glass of _____ and my friend ordered a cup of _____
3. It was fantastically hot at that time. I wondered whether Kate felt unwell when I know she chose hot drink. Moreover, she wore _____
4. I asked her, "Are you feeling unwell? Would you like _____ in your coffee? You should take _____ with your coffee."
5. Then, she told that she got _____
6. I suggested her not to drink coffee and take _____ instead.
7. Suddenly, she fell down. I took her to the student health centre while my other _____ were surprised staring at her.
8. I heard they were asking _____ when I got out of the canteen.

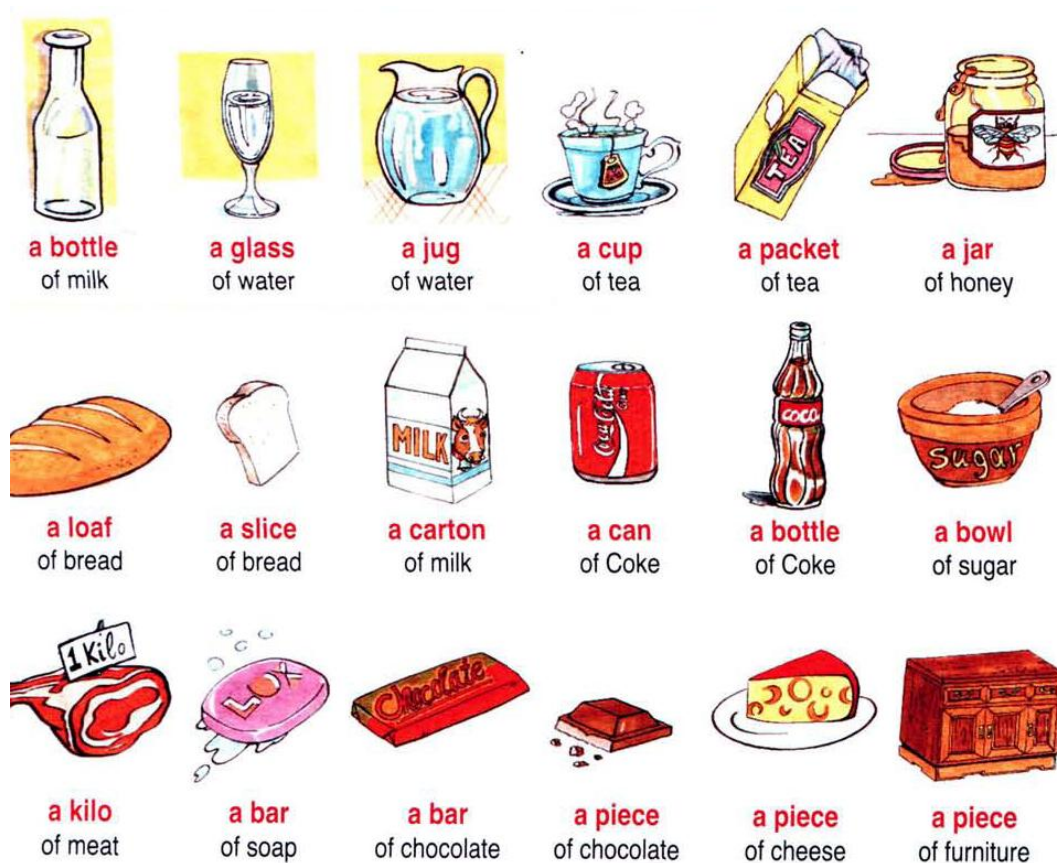




Task 11

Study the following notes.

Uncountable nouns sometimes are used with units of measurement, like the following red-typed words:



Taken from: Round-up 3

When you want to express meanings of the plural of the uncountable nouns, you can change the measurement units by adding **-s/-es** at the end of them.

Example:



two glasses of lemonade



three slices of bread



Task 12

Read and complete the text using the following words. Write down your answer in the right column. See the example.

some bowls of
two bottles of

a piece of
a big plate of

a bar of
a slice of

a bucket of
two pieces of

Swimming

When I was in my senior high school, I joined a swimming club. Each year I and my friends spent our holiday at our trainer's house by the sea. We usually swam or just chatted on the beach drinking Coke.

One day, I had a tiring trip to get there. My friends and I went by motorcycle. Before we arrived, my motorcycle suddenly stopped because I ran out of fuel. I had to walk for two kilometres to buy 1) gas. The seller did not have any change and he gave me 2) chocolate instead. My friend, who went with me, and I just gave smile to each other ridiculously and ate 3) the chocolate before continuing our trip.

My other friends had already enjoyed swimming at the beach when we arrived. Then, I put on my swimming suit and 4) cloth to cover my body. Then, I ran down to the sea across the sand and jumped in. My friend splashed 5) water onto my head. We swam and played water until the sun set.

When our trainer's wife, Mrs. Smith, rang a bell, we went back to the house for food. We had 6) cream soup and 7) fried rice. Before we began to eat, Mrs. Smith put 8) grilled meat on my plate. She knew that I felt tired because I walked far that day.

Adapted from: *Interlanguage: English for Senior High School Students X*

example:

*some cans of
Coke*

1)

2)

3)

4)

5)

6)

7)

8)

C. LET'S CHECK YOUR COMPETENCE



Task 13

Write down your experience at your school and ask two of your friends to have corrections on it. You may use the questions on task 20 in Unit 1 to develop your text. Use some nouns including:

three singular countable nouns; pay attention to the use of 'a/an' and 'to be (was)'.

two countable nouns in plural which end on -ies

two countable nouns in plural which end on -ves

two countable nouns which change irregularly; pay attention to the use of 'were'.

three uncountable nouns which use expressions of quantity

List of Difficult Words

chef /ʃef/ <i>n</i>	: koki
clearing /'kliəriŋ/ <i>n</i>	: ruang terbuka (biasanya di hutan)
defeat /di'fi:t/ <i>v</i>	: mengalahkan
excursion /ɪk'skɜ:ʃn/ <i>n</i>	: darmawisata
gas /gæs/ <i>n</i>	: bensin
grab /græb/ <i>v</i>	: merebut, menyerobot
grill /grɪl/ <i>v</i>	: memanggang
manage /'mænidʒ/ <i>v</i>	: berhasil, mengatur
opponent /ə'pəʊnənt/ <i>n</i>	: lawan
ox /ɒks/ <i>n</i>	: lembu jantan
proof /pru:f/ <i>n</i>	: bukti
rat /ræt/ <i>n</i>	: tikus (besar)
remarkably /rɪ'mɑ:kəbli/ <i>adv</i>	: sungguh
steelwork /'sti:lwɜ:ks/ <i>n</i>	: pabrik baja
tunnel /'tʌnl/ <i>n</i>	: terowongan
victory /'vɪktəri/ <i>n</i>	: kemenangan

APPENDIX

E

THE EXPERT JUDGMENT QUESTIONNAIRE

Expert Judgment (Second Questionnaire)

A. Respondent Identity

Name :
 Education : () S1
 () S2
 () S3

B. Material Evaluation

Give a thick (✓) in the following column.

(SA) : if you strongly agree with the statement
 (A) : If you agree with the statement
 (SDA) : If you somewhat agree with the statement
 (D) : If you disagree with the statement
 (SD) : If you strongly disagree with the statement

Number	Statement	SA	A	SDA	D	SD
A. Goal						
1.	The developed materials accomplish the objective of the teaching and learning process that is to help the students to be able to use grammar (tenses, prepositions, and nouns) appropriately and correctly in writing a short recount text.					
B. Layout						
2.	The general layout it comfortable and interesting.					
3.	The typesetting is suitable.					
4.	The illustration (pictures) is clear, attractive, and understandable.					
C. Instruction						
5.	The instructions in every task are understandable and clear for both the teacher and the students.					
D. Input						
6.	The topics of the developed materials are suitable with the educational background and students' interest.					

7.	The input texts are interesting and appropriate to the students' level.					
8.	The activities in the developed materials are varied and interesting.					
E. Content						
9.	The explanations of grammar in the developed materials are comprehensible.					
10.	The explanations of the grammar in the developed materials motivate the students to learn.					
11.	The tasks are easy to work out.					
12.	The questions in every task are clear.					
F. Vocabulary						
13.	The vocabulary used in the developed materials is understandable.					
14.	The developed materials provide the vocabulary list of difficult words.					
G. Sequence						
15.	The tasks in each unit of the developed materials are sequenced from guided to free.					
16.	The tasks in each unit of the developed materials are sequenced from comprehension to production.					
H. Setting						
17.	The setting in the developed materials varies from individual, pair, and group works.					
I. The Teacher Role						
18.	The teacher roles in each task that are expressed through the instructions are clear enough.					
J. The Learner Role						
19.	The learner roles in each task that are expressed through the instructions are clear enough.					

C. Write your opinion towards the developed materials.

1. Write down your opinion toward the whole units.

.....
.....
.....
.....

2. Write down your opinion on the weakness of the developed materials.

.....
.....
.....
.....

3. Write down your suggestion.

.....
.....
.....
.....

APPENDIX

F

**THE RESULT OF THE
EXPERT JUDGMENT**

APPENDIX

G

THE EVALUATION QUESTIONNAIRE

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK GURU MAN YOGYAKARTA III
DAN MAHASISWA PENDIDIKAN BAHASA INGGRIS**

A. Data Responden

Nama :

Jenis kelamin : (Perempuan/Laki-laki)*

Usia : tahun.

Pendidikan : (S1/S2/S3)*

B. Evaluasi Materi

Mohon Anda memberi tanda centang (✓) pada kolom skor sesuai dengan penilaian terhadap materi pembelajaran bahasa Inggris (*Grammar Tasks*).

Keterangan:

5: sangat setuju

4: setuju

3: ragu-ragu

2: tidak setuju

1: sangat tidak setuju

UNIT 1

No.	Pernyataan	Skor				
		1	2	3	4	5
Keseluruhan Task dalam Unit 1						
1.	Materi yang diujicobakan (<i>Grammar Tasks</i>) sesuai dengan standar kompetensi pembelajaran bahasa Inggris untuk SMA kelas X.					
2.	Materi yang diujicobakan (<i>Grammar Tasks</i>) sesuai dengan kompetensi dasar pembelajaran bahasa Inggris untuk SMA kelas X.					

(continued)

(continued)

3.	Dalam materi yang diujicobakan (<i>Grammar Tasks</i>) terdapat kesesuaian antara kompetensi dasar pembelajaran bahasa Inggris untuk SMA kelas X dengan indikator.					
4.	Dalam materi yang diujicobakan (<i>Grammar Tasks</i>) terdapat kesesuaian antara indikator dengan kegiatan-kegiatan dalam materi pembelajaran bahasa Inggris (<i>Tasks</i>).					
5.	Materi yang diujicobakan (<i>Grammar Tasks</i>) membantu siswa berlatih keterampilan menggunakan tata bahasa (<i>grammar</i>) yang benar dalam menulis <i>short recount texts</i> .					
6.	Teks-teks dalam materi yang diujicobakan (<i>Grammar Tasks</i>) mudah untuk dipahami.					
7.	Teks-teks dalam materi yang diujicobakan (<i>Grammar Tasks</i>) menarik.					
8.	Panjang teks-teks dalam materi yang diujicobakan (<i>Grammar Tasks</i>) sesuai dengan kemampuan siswa.					
9.	Topik yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) menarik.					
10.	Instruksi-instruksi di setiap kegiatan cukup jelas dan mudah dipahami.					
11.	Penjelasan tata bahasa (<i>grammar</i>) dalam materi yang diujicobakan mudah dipahami.					
12.	Penjelasan tata bahasa (<i>grammar</i>) dalam materi yang diujicobakan menarik.					
13.	Latihan-latihan dalam materi yang diujicobakan (<i>grammar tasks</i>) mudah untuk dikerjakan.					

(continued)

(continued)

14.	Pertanyaan-pertanyaan yang ada dalam latihan mudah dipahami.					
15.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) bertahap dari yang disertai panduan sampai yang tidak disertai panduan (bebas).					
16.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) dimulai dari yang mudah sampai yang sulit.					
17.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) beraneka ragam.					
18.	Kegiatan yang ada berisi latihan-latihan individu (<i>individual</i>), berpasangan (<i>in pairs</i>), kelompok (<i>in groups</i>), dan satu kelas (<i>whole class</i>).					
19.	Peran guru yang diperlihatkan melalui instruksi cukup jelas.					
20.	Peran siswa yang diperlihatkan melalui instruksi cukup jelas.					
21.	Materi yang diujicobakan (<i>Grammar Tasks</i>) menyediakan kosa kata yang sederhana dan mudah dipahami.					
22.	Materi yang diujicobakan (<i>Grammar Tasks</i>) menyediakan kosa kata yang berhubungan dengan teks-teks yang ada pada materi dan membantu siswa meningkatkan kosa kata bahasa Inggris.					
23.	Ilustrasi-ilustrasi yang digunakan di dalam materi yang digunakan membantu pemahaman siswa.					

(continued)

(continued)

24.	Materi dan soal latihan disusun secara sistematis.					
25.	Tampilan materi pembelajaran bahasa Inggris yang diujicobakan (<i>Grammar Tasks</i>) menarik.					
26	Tampilan materi pembelajaran bahasa Inggris yang diujicobakan mudah dibaca.					
	Berikan alasan jika Anda memilih tidak:					

*) coret yang tidak perlu

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
(GRAMMAR TASKS)
UNTUK SISWA KELAS XA MAN YOGYAKARTA III**

A. Data Responden

Nama :

Jenis kelamin : (Perempuan/Laki-laki)*

Usia : tahun

B. Evaluasi Materi

Mohon Anda memberi tanda centang (V) pada kolom skor sesuai dengan penilaian terhadap materi pembelajaran bahasa Inggris (*Grammar Tasks*).

Keterangan:

5: sangat setuju

4: setuju

3: ragu-ragu

2: tidak setuju

1: sangat tidak setuju

UNIT 1

No.	Pernyataan	Skor				
		1	2	3	4	5
Keseluruhan Task dalam Unit 1						
1.	Materi yang diujicobakan (<i>Grammar Tasks</i>) membantu saya berlatih menggunakan pengetahuan mereka mengenai grammar dalam menulis <i>recount text</i> pendek.					
2.	Teks-teks dalam materi yang diujicobakan mudah dipahami.					

(continued)

(continued)

3.	Teks-teks dalam materi yang diujicobakan menarik.					
4.	Panjang teks yang digunakan dalam materi yang diujicobakan sesuai dengan kemampuan saya.					
5.	Topik dalam materi yang diujicobakan menarik.					
6.	Instruksi-instruksi di setiap kegiatan cukup jelas dan mudah dipahami.					
7.	Penjelasan tentang struktur bahasa (<i>grammar</i>) mudah dipahami.					
8.	Penjelasan tentang struktur bahasa (<i>grammar</i>) memotivasi saya dalam belajar bahasa Inggris					
9.	Latihan-latihan dalam materi yang diujicobakan mudah untuk dikerjakan.					
10.	Pertanyaan-pertanyaan yang ada dalam latihan mudah dipahami.					
11.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) bertahap dari yang disertai panduan sampai yang tidak disertai panduan (bebas).					
12.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) bertahap mulai dari yang mudah sampai yang sulit.					
13.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) beraneka ragam.					
14.	Kegiatan yang ada berisi latihan-latihan individu (<i>individual</i>), berpasangan (<i>in pairs</i>), kelompok (<i>in groups</i>), dan satu kelas (<i>whole class</i>).					

(continued)

(continued)

15.	Peran guru yang diperlihatkan melalui instruksi cukup jelas.					
16.	Peran siswa yang diperlihatkan melalui instruksi cukup jelas.					
17.	Materi yang diujicobakan (<i>Grammar Tasks</i>) menyediakan kosa kata yang sederhana dan mudah dipahami.					
18.	Materi yang diujicobakan (<i>Grammar Tasks</i>) menyediakan kosa kata yang berhubungan dengan teks-teks yang ada pada materi dan membantu siswa meningkatkan kosa kata bahasa Inggris.					
19.	Materi dan soal latihan disusun secara sistematis.					
20.	Tampilan materi pembelajaran bahasa Inggris yang diujicobakan (<i>Grammar Tasks</i>) menarik.					
21.	Jenis dan ukuran huruf pada materi yang diujicobakan mudah dibaca.					
22.	Ilustrasi pada materi yang diujicobakan menarik dan membantu pemahaman saya dalam membaca.					
	Berikan alasan jika Anda memilih tidak:					

*) coret yang tidak perlu

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
(GRAMMAR TASKS) UNTUK GURU MAN YOGYAKARTA III
DAN MAHASISWA PENDIDIKAN BAHASA INGGRIS**

A. Data Responden

Nama :

Jenis kelamin : (Perempuan/Laki-laki)*

Usia : tahun.

Pendidikan : (S1/S2/S3)*

B. Evaluasi Materi

Mohon Anda memberi tanda ceklis (V) pada kolom skor sesuai dengan penilaian terhadap materi pembelajaran bahasa Inggris (*Grammar Tasks*).

Keterangan:

5: sangat setuju

4: setuju

3: ragu-ragu

2: tidak setuju

1: sangat tidak setuju

UNIT 2

No.	Pernyataan	Skor				
Keseluruhan Task dalam Unit 2						
1.	Materi yang diujicobakan (<i>Grammar Tasks</i>) sesuai dengan standar kompetensi pembelajaran bahasa Inggris untuk SMA kelas X.					
2.	Materi yang diujicobakan (<i>Grammar Tasks</i>)					

(continued)

(continued)

	sesuai dengan kompetensi dasar pembelajaran bahasa Inggris untuk SMA kelas X.					
3.	Dalam materi yang diujicobakan (<i>Grammar Tasks</i>) terdapat kesesuaian antara kompetensi dasar pembelajaran bahasa Inggris untuk SMA kelas X dengan indikator.					
4.	Dalam materi yang diujicobakan (<i>Grammar Tasks</i>) terdapat kesesuaian antara indikator dengan kegiatan-kegiatan dalam materi pembelajaran bahasa Inggris (<i>Tasks</i>).					
5.	Materi yang diujicobakan (<i>Grammar Tasks</i>) membantu siswa berlatih keterampilan menulis <i>recount texts</i> dan akhirnya bisa menulis secara mandiri.					
6.	Materi yang diujicobakan (<i>Grammar Tasks</i>) sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
7.	Materi yang diujicobakan (<i>Grammar Tasks</i>) mudah untuk dipelajari.					
8.	Penjelasan materi yang diujicobakan menarik dan mudah dipahami.					
9.	Penjelasan tentang struktur bahasa (<i>grammar</i>) mudah dipahami.					
10.	Teks-teks yang ada pada materi yang diujicobakan (<i>Grammar Tasks</i>) menarik dan mudah dipahami.					
11.	Penggunaan bahasa dalam materi yang diujicobakan (<i>Grammar Tasks</i>) baik dan mudah dipahami.					
12.	Topik yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) menarik.					

(continued)

(continued)

13.	Instruksi-instruksi di setiap kegiatan cukup jelas dan mudah dipahami.					
14.	Pertanyaan-pertanyaan yang ada dalam latihan mudah dipahami.					
15.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) beraneka ragam.					
16.	Kegiatan yang ada berisi latihan-latihan individu (<i>individual</i>), berpasangan (<i>in pairs</i>), kelompok (<i>in groups</i>), dan satu kelas (<i>whole class</i>).					
17.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) bertahap dari yang disertai panduan sampai yang tidak disertai panduan (bebas) dimulai dari yang mudah sampai yang sulit.					
18.	Peran guru dan siswa yang diperlihatkan melalui instruksi cukup jelas.					
19.	Materi yang diujicobakan (<i>Grammar Tasks</i>) menyediakan kosa kata yang sederhana dan mudah dipahami.					
20.	Materi yang diujicobakan (<i>Grammar Tasks</i>) menyediakan kosa kata yang berhubungan dengan teks-teks yang ada pada materi dan membantu siswa meningkatkan kosa kata bahasa Inggris.					
21.	Materi dan soal latihan disusun secara sistematis.					
22.	Tampilan materi pembelajaran bahasa Inggris yang diujicobakan (<i>Grammar Tasks</i>) menarik.					
23.	Gambar ilustrasi yang digunakan dalam teks					

(continued)

(continued)

	dna latihan (<i>Tasks</i>) jelas, menarik, dan mudah dipahami.					
	Berikan alasan jika Anda memilih tidak:					

*) coret yang tidak perlu

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
(GRAMMAR TASKS) UNTUK SISWA KELAS XA
MAN YOGYAKARTA III**

A. Data Responden

Nama :

Jenis kelamin : (Perempuan/Laki-laki)*

Usia : tahun

B. Evaluasi Materi

Mohon Anda memberi tanda ceklis (V) pada kolom skor sesuai dengan penilaian terhadap materi pembelajaran bahasa Inggris (*Grammar Tasks*).

Keterangan:

5: sangat setuju

4: setuju

3: ragu-ragu

2: tidak setuju

1: sangat tidak setuju

UNIT 2

No.	Pernyataan	Skor				
		1	2	3	4	5
Keseluruhan Task dalam Unit 2						
1.	Materi yang diujicobakan (<i>Grammar Tasks</i>) sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
2.	Materi yang diujicobakan (<i>Grammar Tasks</i>) membantu siswa berlatih menggunakan pengetahuan mereka mengenai <i>grammar</i> dalam menulis <i>recount texts</i> .					

(continued)

(continued)

3.	Materi yang diujicobakan (<i>Grammar Tasks</i>) mudah untuk dipelajari.					
4.	Penjelasan materi yang diujicobakan menarik dan mudah dipahami.					
5.	Penjelasan tentang struktur bahasa (<i>grammar</i>) mudah dipahami.					
6.	Teks-teks yang ada pada materi yang diujicobakan (<i>Grammar Tasks</i>) menarik dan mudah dipahami.					
7.	Penggunaan bahasa dalam materi yang diujicobakan (<i>Grammar Tasks</i>) baik dan mudah dipahami.					
8.	Topik yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) menarik dan menambah semangat siswa belajar.					
9.	Instruksi-instruksi di setiap kegiatan cukup jelas dan mudah dipahami.					
10.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) dapat meningkatkan kepercayaan diri siswa dalam belajar bahasa Inggris.					
11.	Pertanyaan-pertanyaan yang ada dalam latihan mudah dipahami.					
12.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) beraneka ragam dan menambah semangat siswa belajar bahasa Inggris.					
13.	Kegiatan yang ada berisi latihan-latihan individu (<i>individual</i>), berpasangan (<i>in pairs</i>), kelompok (<i>in groups</i>), dan satu kelas (<i>whole class</i>).					

(continued)

(continued)

14.	Latihan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) bertahap dari yang disertai panduan sampai yang tidak disertai panduan (bebas) dimulai dari yang mudah sampai yang sulit					
15.	Peran guru dan siswa yang diperlihatkan melalui instruksicukup jelas.					
16.	Kegiatan yang ada dalam materi yang diujicobakan (<i>Grammar Tasks</i>) menarik, menambah semangat saya belajar bahasa Inggris, dan meningkatkan kepercayaan diri saya dalam belajar dan mengerjakan tugas/latihan bahasa Inggris.					
17.	Waktu yang diberikan untuk mengerjakan soal latihan cukup.					
18.	Materi yang diujicobakan (<i>Gammar Tasks</i>) menyediakan kosa kata yang sederhana dan mudah dipahami.					
19.	Materi yang diujicobakan (<i>Grammar Tasks</i>) menyediakan kosa kata yang berhubungan dengan teks-teks yang ada pada materi dan membantu siswa meningkatkan kosa kata bahasa Inggris.					
20.	Materi dan soal latihan disusun secara sistematis.					
21.	Tampilan materi pembelajaran bahasa Inggris yang diujicobakan (<i>Grammar Tasks</i>) menarik					
22.	Gambar ilustrasi yang digunakan dalam teks dan latihan jelas, menarik, dan mudah dipahami.					

*) coret yang tidak perlu

APPENDIX

H

RESEARCH DATA

RESEARCH DATA

1. The Research Data from the Teacher's and Peers' Agreements toward Unit 1

No.	Statements (n)	Respondents (N)										Item Total Score (ITS)	Mean (ITS/N)	Criteria
		1	2	3	4	5	6	7	8	9	10			
1.	the relevance of the developed materials to Standard of Competence of grade X senior high school	5	4	4	4	5	4	4	5	3	4	42	4.2	good
2.	the relevance of the developed materials to Basic Competency of grade X senior high school	4	4	4	3	5	4	4	4	5	4	41	4.1	good
3.	the relevance of the indicators to the Basic Competency	5	4	4	4	3	4	5	4	4	4	41	4.1	good
4.	the relevance of the indicators to the activities of the developed materials	5	5	4	4	5	4	5	5	4	4	45	4.5	very good
5.	the effectiveness of the materials in the students' grammar learning	4	4	4	4	4	5	4	4	4	5	42	4.2	good
6.	the attractiveness of the input texts	5	5	4	4	5	5	3	4	5	5	45	4.5	very good
7.	the comprehensibility of the input texts	5	5	5	4	5	4	5	4	4	4	45	4.5	very good
8.	the appropriateness of the length of the input texts	4	4	5	4	4	4	4	4	5	4	42	4.2	good
9.	the attractiveness of the topics	5	4	5	4	5	3	4	5	4	4	43	4.3	very good
10.	the clarity of the instructions	4	4	3	4	5	4	5	3	4	4	40	4	good
11.	the clarity of the explanations of the grammar	4	4	4	3	5	4	4	5	4	4	41	4.1	good
12.	the contribution of the explanations of the grammar in motivating the students to learn	4	4	4	5	5	4	4	4	5	4	43	4.3	very good
13.	the ease of the tasks in the developed materials	4	5	5	4	4	5	5	4	4	4	44	4.4	very good
14.	the quality of the questions in the developed materials	4	4	5	5	5	4	4	4	4	5	44	4.4	very good
15.	the sequence of the activities (guided to free)	5	4	4	5	5	4	5	4	4	4	44	4.4	very good

(continued)

16.	the sequence of the activities (easy to difficult)	4	5	4	4	4	5	4	4	4	3	41	4.1	good
17.	the variation of activities	5	4	4	4	3	4	4	4	5	5	42	4.2	good
18.	the effectiveness of the setting	5	4	4	4	3	4	4	5	4	4	41	4.1	good
19.	the effectiveness of the teacher role shown in the instructions	4	4	3	5	4	4	4	5	4	5	42	4.2	good
20.	the effectiveness of the learner roles shown in the instructions	4	4	5	4	4	5	4	5	5	4	44	4.4	very good
21.	the contribution of the materials in helping the students to acquire more vocabulary	5	5	5	4	4	4	4	4	5	5	45	4.5	very good
22.	the simplicity and clarity of the vocabulary	5	4	5	4	5	5	4	4	5	4	45	4.5	very good
23.	the clarity of the layout	5	4	4	4	4	5	5	4	5	5	45	4.5	very good
24.	the attractiveness of the layout	4	5	4	5	5	4	5	4	5	4	42	4.2	good
25.	the contribution of the illustrations in comprehending the texts	4	4	4	4	5	4	5	4	4	4	42	4.2	good
26.	the quality of the systematical arrangement of the materials	4	4	4	4	4	5	4	4	4	4	41	4.1	good
TOTAL SCORE (Σ ITS) MEAN (Σ ITS/ ($N \times \Sigma n$)) CRITERIA												1112 4,276923 very good		

2. The Result Data from the Students' Agreements toward Unit 1

a. The Students of Individual Group

No.	Statements	Respondents			Item Total Score	Mean	Criteria
		1	2	3			
1.	the contribution of the developed tasks in helping the students learn grammar	4	5	4	13	4,333333	very good
2.	the comprehensibility of the input texts	4	4	5	13	4,333333	very good
3.	the attractiveness of the input texts	4	4	3	11	3,666667	good
4.	the appropriateness of the length of the input texts	4	5	5	14	4,666667	very good

(continued)

5.	the attractiveness of the topics	5	4	4	13	4,333333	very good
6.	the clarity of the instructions used in the developed units	4	3	4	11	3,666667	good
7.	the clarity of the explanations of the grammar	4	5	5	14	4,666667	very good
8.	the contribution of the explanations of the grammar in motivating the students to learn	4	4	4	12	4	good
9.	the ease of the tasks	5	4	4	13	4,333333	very good
10.	the clarity of the questions in the developed materials	4	4	5	13	4,333333	very good
11.	the sequence of the activities used in the developed materials (guided to free)	4	4	4	12	4	good
12.	the sequence of the activities (easy to difficult)	5	4	5	14	4,666667	very good
13.	the variation and attractiveness of the activities	4	5	4	13	4,333333	very good
14.	the effectiveness setting of the developed materials	4	4	4	12	4	good
15.	the effectiveness of the teacher role shown in the instructions	4	4	3	11	3,666667	good
16.	the effectiveness of the learner roles shown in the instructions	5	4	4	13	4,333333	very good
17.	the contribution of the developed materials in helping the students to acquire more vocabulary	3	5	4	12	4	good
18.	the simplicity and clarity of the vocabulary	5	4	4	13	4,333333	very good
19.	the clarity of the layout	5	5	5	15	5	very good
20.	the attractiveness of the layout	5	5	5	15	5	very good
21.	the contribution of the illustrations in comprehending the texts	4	5	5	14	4,666667	very good
22.	the quality of the systematical arrangement of the materials	5	3	4	12	4	good
TOTAL SCORE					283		
MEAN					4.28787		
CRITERIA					very good		

b. The Students of Field Try-out Group

No.	Statements	Respondents																							Item Total Score	Mean	Criteria	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23				
1.	the contribution of the developed tasks in helping the students learn grammar	4	5	4	4	4	5	5	3	4	4	4	3	3	5	4	5	3	4	5	5	5	4	4	96	4,173913	good	
2.	the comprehensibility of the input texts	4	4	4	5	5	4	4	4	5	4	3	3	4	4	3	5	4	5	4	4	5	5	5	97	4,217391	very good	
3.	the attractiveness of the input texts	4	4	4	4	5	5	4	4	3	4	4	4	5	5	4	5	4	5	4	4	5	5	4	99	4,304348	very good	
4.	the appropriateness of the length of the input texts	4	5	5	5	5	4	4	4	5	4	5	5	4	4	4	3	4	4	4	5	5	4	4	100	4,347826	very good	
5.	the attractiveness of the topics	5	4	4	5	4	5	4	3	4	4	4	4	4	5	5	4	5	4	5	4	5	5	4	100	4,347826	very good	
6.	the clarity of the instructions used in the developed units	4	3	4	4	5	3	4	5	4	5	4	4	4	4	4	4	5	3	4	4	5	4	4	94	4,086957	good	
7.	the clarity of the explanations of the grammar	4	5	5	5	5	4	5	4	5	3	5	4	5	4	5	5	4	4	5	5	4	5	4	104	4,521739	very good	
8.	the contribution of the explanations of the grammar in motivating the students to learn	4	4	3	4	4	5	4	4	4	5	5	4	4	5	5	5	4	4	3	4	5	3	4	96	4,173913	good	
9.	the ease of the tasks	5	4	4	4	4	3	4	5	4	5	5	5	4	4	5	5	4	4	4	4	5	5	3	4	99	4,304348	very good
10.	the clarity of the questions in the	4	4	4	3	4	4	4	3	5		4	5	4	5	5	4	4	4	4	4	3	4	5	90	3,913043	good	

(continued)

[illegible]

10.	the clarity of the instructions	3	4	4	3	3	4	4	4	4	4	37	3,7	good
11.	the clarity of the explanations of the grammar	5	4	4	5	4	4	5	4	4	5	44	4,4	very good
12.	the contribution of the explanations of the grammar in motivating the students to learn	4	4	4	3	4	4	3	5	4	4	39	3,9	good
13.	the ease of the tasks in the developed materials	5	4	5	4	5	4	5	5	4	4	45	4,5	very good
14.	the quality of the questions in the developed materials	4	5	4	4	4	5	4	4	4	5	43	4,3	very good
15.	the sequence of the activities (guided to free)	4	4	5	5	4	4	4	4	4	4	42	4,2	good
16.	the sequence of the activities (easy to difficult)	4	5	4	4	4	4	4	4	4	4	41	4,1	good
17.	the variation of activities	4	4	5	4	4	4	3	4	4	5	41	4,1	good
18.	the effectiveness of the setting	4	4	4	4	3	4	4	3	3	4	37	3,7	good
19.	the effectiveness of the teacher role shown in the instructions	4	3	3	4	4	3	4	4	4	4	37	3,7	good
20.	the effectiveness of the learner roles shown in the instructions	4	4	4	3	3	4	3	4	5	4	38	3,8	good
21.	the contribution of the materials in helping the students to acquire more vocabulary	4	5	4	4	4	4	4	4	3	5	41	4,1	good
22.	the simplicity and clarity of the vocabulary	5	4	4	3	4	4	5	4	5	4	42	4,2	good
23.	the clarity of the layout	5	4	5	5	4	4	5	4	4	5	45	4,5	very good
24.	the attractiveness of the layout	5	4	4	4	5	4	4	5	4	4	43	4,3	very good
25.	the contribution of the illustrations in comprehending the texts	5	4	5	4	5	4	4	4	5	5	45	4,5	very good
26.	the quality of the systematical arrangement of the materials	4	4	3	4	4	4	3	4	3	4	37	3,7	good
TOTAL SCORE (ΣITS) MEAN (ΣITS/ ($N \times \Sigma n$)) CRITERIA												1069 4,111538 good		

4. The Result of the Students' Agreements toward Unit 2

a. The Students of Individual Group

No.	Statements	Respondents			Item Total Score	Mean	Criteria
		1	2	3			
1.	the contribution of the developed tasks in helping the students learn grammar	5	3	4	12	4	good
2.	the comprehensibility of the input texts	4	4	4	12	4	good
3.	the attractiveness of the input texts	5	4	4	13	4,333333	good
4.	the appropriateness of the length of the input texts	4	4	5	13	4,333333	good
5.	the attractiveness of the topics	4	5	4	13	4,333333	very good
6.	the clarity of the instructions used in the developed units	4	3	4	11	3,666667	good
7.	the clarity of the explanations of the grammar	4	5	4	13	4,333333	very good
8.	the contribution of the explanations of the grammar in motivating the students to learn	4	4	4	12	4	good
9.	the ease of the tasks	5	3	4	12	4	good
10.	the clarity of the questions in the developed materials	4	4	4	12	4	good
11.	the sequence of the activities used in the developed materials (guided to free)	4	4	4	12	4	good
12.	the sequence of the activities (easy to difficult)	4	4	5	13	4,333333	very good
13.	the variation and attractiveness of the activities	4	5	5	14	4,666667	very good
14.	the effectiveness setting of the developed materials	4	4	4	12	4	good
15.	the effectiveness of the teacher role shown in the instructions	3	3	4	10	3,333333	fair
16.	the effectiveness of the learner roles shown in the instructions	4	3	4	11	3,666667	good
17.	the contribution of the developed materials in helping the students to acquire more vocabulary	4	5	4	13	4,333333	very good
18.	the simplicity and clarity of the vocabulary	5	4	4	13	4,333333	very good
19.	the clarity of the layout	5	4	5	14	4,666667	very good
20.	the attractiveness of the layout	3	4	4	11	3,666667	good
21.	the contribution of the illustrations in comprehending the	4	5	4	13	4,333333	very good

(continued)

	texts						
22.	the quality of the systematical arrangement of the materials	3	4	3	10	3,333333	fair
TOTAL SCORE					269		
MEAN					4,075758		
CRITERIA					good		

b. The Students of Field Group

No.	Statements	Respondents																							Item Total Score	Mean	Criteria
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23			
1.	the contribution of the developed tasks in helping the students learn grammar	4	5	4	4	4	3	4	4	4	5	4	4	3	5	4	5	5	4	4	5	4	4	4	96	4,173913	good
2.	the comprehensibility of the input texts	4	4	4	4	5	4	5	5	5	4	4	4	4	4	4	5	5	4	4	4	4	4	4	98	4,26087	very good
3.	the attractiveness of the input texts	4	4	4	4	3	4	4	4	3	4	4	4	4	5	5	4	4	4	4	4	5	4	3	92	4	good
4.	the appropriateness of the length of the input texts	4	5	4	3	4	4	5	5	4	4	5	5	5	5	5	4	4	4	4	4	4	4	4	99	4,304348	very good
5.	the attractiveness of the topics	5	4	4	3	4	4	4	4	4	5	5	4	4	4	4	4	5	4	4	3	4	3	3	92	4	good
6.	the clarity of the instructions used in the developed units	4	3	4	4	4	3	3	3	4	4	4	4	4	4	3	4	4	3	4	4	4	3	4	85	3,695652	good
7.	the clarity of the explanations of the grammar	4	5	4	5	4	4	4	4	5	5	5	4	5	4	5	4	5	5	4	4	4	5	4	102	4,434783	very good

(continued)

8.	the contribution of the explanations of the grammar in motivating the students to learn	4	4	4	4	3	4	4	5	4	4	5	5	4	4	4	4	4	5	5	4	4	4	3	95	4,130435	good
9.	the ease of the tasks	5	4	3	4	4	4	5	4	4	4	3	4	5	3	3	4	4	4	5	4	4	3	3	90	3,913043	good
10.	the clarity of the questions in the developed materials	4	4	4	4	4	5	5	4	5	4	4	5	5	4	3	5	4	5	4	5	4	4	4	99	4,304348	very good
11.	the sequence of the activities used in the developed materials (guided to free)	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	91	3,956522	good
12.	the sequence of the activities (easy to difficult)	5	4	4	4	4	4	4	5	5	4	5	4	4	5	5	4	4	4	4	4	4	4	5	99	4,304348	very good
13.	the variation and attractiveness of the activities	4	5	4	4	4	4	5	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	4	97	4,217391	very good
14.	the effectiveness setting of the developed materials	4	4	4	4	3	3	4	4	4	3	4	4	4	4	4	4	4	3	4	4	3	4	5	88	3,826087	good
15.	the effectiveness of the teacher role shown in the instructions	4	4	4	3	4	4	4	4	3	3	3	3	4	4	4	4	3	4	3	4	4	4	3	84	3,652174	good
16.	the effectiveness of the learner roles shown in the instructions	5	4	4	4	4	4	4	3	4	5	5	3	4	4	5	4	5	4	4	4	4	5	3	95	4,130435	good
17.	the contribution of the developed materials in helping the students to	3	5	4	5	4	4	5	5	4	4	4	4	4	4	5	5	5	4	4	4	4	5	5	100	4,347826	very good

(continued)

[illegible]

APPENDIX

I

INTERVIEW GUIDELINES & INTERVIEW TRANSCRIPTS

INTERVIEW GUIDELINES FOR GRADE X STUDENTS' NEEDS ANALYSIS AT MAN YOGYAKARTA III

1. How is the students' proficiency in grammar?
2. a. What kinds of texts the students like?
b. What topics are the students interested in?
3. Are they able to write text accurately?
4. How do they learn grammar before?
5. a. Do they have difficulty in learning grammar?
b. What are they?
6. Do they always actively participate in the teaching and learning process?
If they do not in some occasions, what are they?
7. a. How many activities should be applied per meeting?
b. What activity they more like to employ?
8. What kinds of evaluation activity are suitable for the students?

INTERVIEW GUIDELINES FOR GRADE X STUDENTS TO EVALUATE THE DEVELOPED TASKS AT MAN YOGYAKARTA III

1. Goal:
Do the developed tasks help the students practice the grammar competence so that the students can write accurately?
2. Input:
 - a. Are the texts interesting?
 - b. Are the texts comprehensible?
 - c. Are the length of the texts appropriate to the students' level?
 - d. Are the questions in every task understandable?
3. Activity:
 - a. Are the activities varied and interesting?
 - b. Do the activities motivate the students to learn grammar?
 - c. Do the tasks easy to work out?
4. Setting:
 - a. Is the time given to accomplish the tasks enough for the students?
 - b. Is the setting in every task suit the students?
 - c. Do the students have an opinion towards the setting?
5. The teacher's role:
 - a. Does the teacher give a role in the teaching-learning process?
 - b. Does the teacher help the students when they accomplish the tasks?
6. The students' roles:
 - a. Do the students know what they have to do in every task?

- b. Do the students participate well in every task?
- 7. Topic:
 - Are the topics interesting?
- 8. Instruction:
 - Are the instructions clear and understandable?
- 9. Vocabulary:
 - a. Do the developed tasks have vocabulary that is related to the texts?
 - b. Do the developed tasks provide a simple vocabulary?
- 10. Sequence:
 - a. Are the developed tasks sequenced from guided to free?
 - b. Are the developed tasks arranged well and easy to understand?
- 11. Layout:
 - a. Is the layout interesting?
 - b. Is the layout illegible?
 - c. Is the tasks arrangement systematic?
- 12. Illustration:
 - a. Is the illustration clear?
 - b. Is the illustration interesting?
 - c. Is the illustration understandable?

INTERVIEW TRANSCRIPT

A. Interview Transcript of the Needs Analysis

R= the researcher

T= the English teacher

- R : “*Selamat siang, Miss Iin.*” (Good afternoon, Miss Iin)
- T : “*Selamat siang, Mbak.*” (Good afternoon, mbak)
- R : “*Maaf saya mau minta waktu sebentar, Miss. Saya mau bertanya tentang kebutuhan siswa sebagai pertimbangan untuk pengembangan materi yang mau saya implementasikan disini, Miss.*” (I’m sorry to interrupt your time. I want to ask about the students’ needs as a consideration to develop the materials I’m going to implement here, Miss.)
- T : “*Ya, silahkan, Mbak. Informasi apa yang dibutuhkan?*” (Yes, please. What information do you need?)
- R : “*Pertama, kalau menurut Miss Iin, bagaimana kemampuan grammar siswa?*” (First, what do you think about the students’ grammar proficiency?)

- T : *“Kalau siswa kelas sepuluh itu kemampuan grammar-nya masih biasa. Meskipun dalam memahami bacaan sudah lumayan, mereka kurang paham mengenai beberapa hal, misalnya membedakan parts of speech dan penggunaan simple present atau simple past tense. Terkadang mereka juga belum bisa membuat kalimat yang lengkap dan benar.”* (The average of grade X students have fair grammar proficiency. Although they are able to comprehend texts, they lack of understanding on several things, like parts of speech, the simple past or present tenses. They sometimes get difficulty to differentiate the use of that features. They also write incomplete and inaccurate sentences, sometimes.)
- R : *“Kalau untuk pembelajaran, mereka cenderung suka jenis teks seperti apa ya, Miss?”* (For their learning, what kind of text do they like?)
- T : *“Mereka biasanya lebih suka short story, fiktif, humor dibandingkan dengan artikel atau jurnal ilmiah.”* (They prefer kinds of short story, fiction, and spoof text to articles or scientific journal.)
- R : *“Kalau topik yang mereka sukai apa, Miss?”* (How about the topic?)
- T : *“Mereka terlihat semangat kalau topiknya itu yang menyangkut kehidupan sehari-hari mereka. Topik seperti musik atau movie, tempat berlibur juga mereka suka. Anak muda sekarang kan suka berpetualangan. Tapi mendingan mbak Rani membahas teks recount saja. Mereka pasti senang menceritakan pengalaman mereka, kebetulan mereka belum dapat materi tersebut dan di teks tersebut bisa membahas tentang penggunaan tenses dasar.”* (They look highly-motivated when the topics are the ones of their daily lives, such as music and movie. They also like discussing about tourism objects. I think teenagers today like adventure, right? So I think you’d better teach about recount text because they haven’t got this material and you can teach how to use tenses in different situations using this kind of text.)
- R : *“Iya, Miss. Tadi Miss Iin bilang mereka mendapat kesusahan dalam menulis kalimat ya, Miss? Berarti menulis paragraph juga ya, miss?”* (Yes, miss. You said that they sometimes get difficulties in making sentences. Does it also happen when they write paragraph?)
- T : *“Iya, Mbak. Tapi ada juga yang sudah bisa menulis teks dengan baik.”* (Yes, they did, Mbak. But some have already been able to write good texts.)
- R : *“Selama ini, bagaimana cara mereka belajar grammar, Miss?”* (So far, how they learn grammar, miss?)
- T : *“Biasanya, materi grammar itu sebagai materi tambahan. Saya tidak bisa mengajar grammar yang lebih detail. Waktunya kurang mbak.”*

(Usually, materials of grammar are taught as additional. I cannot teach grammar in details because of the limited time.)

- R : “*Tapi mereka aktif bertanya soal grammar tidak, miss?* (But they actively ask about grammar, don’t they)
- T : “*Iya mereka aktif. Kadang kalau ada yang bertanya, saya bahas di dalam kelas biar yang lain juga ikut belajar.*” (Yes, they actively ask about it. Then if they find difficulty and ask me, I will discuss it in the class so the entire students can learn about it too.)
- R : “*Anak-anaknya lumayan aktif di dalam kelas ya, Miss?*” (Do they actively participate in the class, miss?)
- T : “*Iya, mbak. Kebanyakan siswa sudah kooperatif saat dikasih tugas ataupun pas diterangkan. Tapi mbak Rani harus lebih memperhatikan beberapa siswa karena ada juga yang diam saja.*” (Yes, they do. Most students are cooperative when they are accomplishing tasks or when I give some explanation. But you have to pay attention to several passive students.)
- R : “*Kalau di luar kelas gimana, Miss?*” (How about their roles in learning English especially grammar outside the class?)
- T : “*Saya kurang bisa memantau itu, mbak. Beberapa dari mereka sering terlihat di perpustakaan dan sedang mengerjakan tugas, pernah tugas bahasa Inggris. Mungkin keaktifan mereka di luar kelas bisa dilihat juga dari hasil tugas yang saya berikan beberapa kali, diantaranya tugas writing. Lumayan ada usahanya.*” (I can’t monitor it intensively. I ever saw some of the students were working home assignment at the library, including English assignment. Their roles might be seen on the result of their home assignment.)
- R : “*Baik, miss. Kalau kegiatan pembelajaran, mereka suka yang seperti apa, miss?*” (Ok, miss. How about the learning activity they like?)
- T : “*Kegiatan seperti matching, tebak-tebakan, menyusun kalimat.*” (activities like matching, guessing, and arranging sentences)
- R : “*Dalam satu pertemuan kira-kira idealnya berapa aktifitas yang diimplementasikan ya, Miss?*” (In a meeting, how many activities should be implemented ideally?)
- T : “*Ya tergantung, mbak. Kalau kegiatan dengan teks itu lebih lama karena mereka harus mengerti maknanya dulu. Biasanya saya membahas dua teks dengan satu atau dua kegiatan tambahan. Jam pelajaran untuk bahasa Inggris jujur saja kurang disini, mbak. Apalagi untuk kelas pagi, waktu efektifnya cuma sekitar 30 menit.*” (It depends on what kinds of activity they work on. Activity using text needs longer time. I usually discuss two texts with one or two additional activities.

- Honestly, we lack of time allocated for this class. Moreover for the morning class, the effective time is just 30 minutes.)
- R : “*Singkat ya, Miss? Padahal kan belajar bahasa itu butuh waktu yang banyak.*” (How short it is, miss. I think learning grammar needs much time.)
- T : “*Ya begitulah kenyataannya, mbak. Gurunya yang harus pintar bagi-bagi waktunya.*” (That’s the fact we have to face, mbak. The teacher should be smart on allocating the time)
- R : “*Yes, I see, ma’am. Kalau saat mengerjakan tugas mereka lebih suka bekerja secara individu, berpasangan, atau berkelompok ya, Miss?*” (They prefer to work individually, in pair, or in groups, miss?)
- T : “*Mereka lebih suka belajar secara individual. Saya juga heran anak muda jaman sekarang individualisme-nya tinggi, mbak.*” (They prefer individual work. In fact, I wonder youth today has higher individualism.)
- R : “*What kind of evaluation does they like, miss? Which ones are suitable for them?*”
- T : “*For evaluation, it’s better for them to have evaluation on writing or correcting grammar of a text.*”
- R : “*Ok, Miss. That would be my last question. Thank you so much for the time given for this discussion.*”
- T : “*You’re welcome.*”

B. Interview Transcript of Unit 1 Implementation

a. First interview

- R** : the researcher
- AJ** : Ajeng (from the field try-out group who is considered as the high-level student)
- AD** : Adhi (from the field try-out group who is considered as the low-level student)
- R : First of all, thanks for your time given to me.
- AJ : “*Sama-sama, Miss.*”(You’re welcome.)
- R : “*Kita mulai ya? Setelah mengerjakan semua task-nya, menurut adik-adik, Unit 1 ini gimana?*” (Let’s start. After accomplishing the tasks, what do you think about Unit 1?”
- AJ : “*Kalau buat saya Unit 1 itu materinya mudah dipahami dan menarik. Sama yang tentang kalimat past tense itu membuat saya lebih paham,*

Miss.” (I think Unit 1 was an understandable and interesting material. The materials of the simple past tense made me understand the use better than before, Miss.)

R : “*Menurut kamu gimana, Dhi?*” (How about you, Adhi?)

AD : “*Sama, Miss. Saya sebelumnya gak begitu paham kapan pakai kalimat past tense, kemarin saya jadi paham, Miss.*” (I think the same, Miss. At that time, I got myself understand when to use the simple past tense.)

R : “*Jadi materinya membantu kalian pada saat menulis recount text kan?*” (So, did the materials help you in writing a recount text?)

AJ & AD : “*Iya, Miss.*” (Yes, Miss.)

R : “*Materinya ada kekurangan gak?*” (Was there any weakness in the developed materials?)

AJ : “*Gak, Miss. Kurang lama ngajarnya aja.*” (No, Miss. We just hoped you teach longer.)

R : “*Kalau Adhi?*” (How about you, Adhi?)

AD : “*Belum ada, Miss.*” (No, Miss.)

R : “*Berarti materinya gampang ya?*” (It means the materials were easy to accomplish, right?)

AD : “*Lumayan, Miss tapi kadang cuma lupa aja.*” (They were quite easy but I sometime forget the materials)

R : “*Kalau Ajeng gimana?*” (How about you?)

AJ : “*Gampang. Cuma ada beberapa kata yang gak tahu artinya. Tapi masih bisa diatasi dengan daftar yang di belakang itu, Miss.*” (The materials were easy to accomplish. Then, I did not know some meanings of the words used there but I can find them in the end of the unit.)

R : “*Oh, iya, teksnya mudah dipahami kah, Jeng?*” (So, how about the texts; are they difficult to understand? Ajeng?)

AJ : “*Iya, Miss. Cuma beberapa kata aja yang gak tahu. Tapi tahu maksud paragrafnya kog.*” (Yes, I could understand what the texts were about but I just didn’t know the meaning of some words only.)

R : “*Ok. Kalau Adhi susah gak buat memahami teksnya?*” (Ok, how about you Adhi? Was it difficult for you to understand the texts?)

AD : “*Sedikit, yang teks tentang penelitian itu. Soalnya belum pernah mengalami.*” (I found it quite easy to understand the texts except the text which is about observation. It was because I have not experienced the same activity.)

R : “*I see. Yang laennya gak susah tapi ya?*” (I see. Were the other texts understandable?)

AD : “*Iya.*” (Yes)

- R : “*Kepanjangannya gak?*” (Were the text too long for you?)
- AD & AJ : “*Tidak.*” (No)
- R : “*Topiknya gimana dek?*” (How about the topic?)
- AJ : “*Menarik, Miss. Teks yang Gua Pindul itu jadi pengen kesana, hehe.*”
(The topic is attractive especially the text of Pindul Cave. It makes me want to go there.)
- R : “*Kalau Adhi?*” (What do you think, Adhi?)
- AD : “*Menarik juga, Miss.*” (It was attractive for me too, Miss.)
- R : “*Kalian suka main ya?*” (It seems you two like traveling.)
- AJ : “*He em.*” (Yes)
- R : “*Sebelum membaca teksnya kan kalian baca instruksinya dulu ya? Nah itu paham gak kalian harus gimana mengerjakan task-nya?*”
(Before you read the texts, of course you read the instruction, didn't you? After reading the instruction, did you understand how to accomplish the tasks?)
- AD : “*Bisa kok, Miss. Jelas kalimatnya sama kayak di buku-buku biasanya.*” (I did. The instructions were like the ones we find in the books we usually use.)
- AJ : “*Iya, malah kadang jadinya sebelum gurunya menerangkan disuruh apa kita udah mulai ngerjain task berikutnya karena udah jelas disuruh apa.*” (The instructions were clear, Miss, so we often did the next tasks before the teacher explained what to do. It is because the instructions had clearly explained it.)
- R : “*Bagus. Lalu, apakah penjelasan grammar-nya membantu kalian belajar?*” (That's good. Next, did the explanation of the grammar help you to study English?)
- AJ : “*Iya, miss. Abis kelas kemarin tu, kalau pas baca jadi merhatiin verb-nya gitu, Miss*” (Yes, after joining the class, when I read a text I often pay attention to the verb more than before.)
- AD : “*Kalau ak jadi lebih paham past tense.*” (I understand about the past tense better, Miss.)
- R : “*Latihannya gak susah kan buat kalian? Ngisi paragraph rumpang, nebak verb yang bener gitu.*” (Were the tasks such as filling in blanks and guessing the correct verbs easy to accomplish?)
- AJ : “*Bisa ngerjain kog, Miss.*” (Yes, Miss, I could accomplish the tasks.)
- R : “*Nah, di latihannya itu kan ada pertanyaan-pertanyaan, pertanyaannya mudah dipahami kan?*” (How about the question in the tasks, were they understandable?)
- AJ & AD : “*Iya, miss.*” (Yes, Miss.)

- R : “*Apakah latihan-latihannya itu bertahap dek, dari yang awalnya kalian dibantu guru atau ada petunjuknya sampai kalian harus mengerjakannya secara mandiri? Adhi?* (Were the tasks graded from guided to freer? Adhi?)”
- AD : “*Saya kurang ingat tu, Miss. Tapi di akhir yang mulai menulis kalimat itu memang mulai dikerjakan secara mandiri kan ya, Miss.*” (I can’t remember it exactly. But I remember that there were some independent tasks at the end of the materials.)
- R : “*Ajeng?*” (Ajeng?)
- AJ : “*Kalau menurut saya, sudah bertahap, Miss.*” (I think the tasks were graded as what you say.)
- R : “*Apakah latihan-latihannya itu dimulai dari yang mudah sampai yang sulit tidak?*” (Were the materials graded from easy to difficult?)
- AJ : “*Iya, Miss. Kan awalnya itu cuma mengganti verb yang sudah ada terus kita harus mencari verb yang tepat sendiri.*” (Yes, the tasks started with activities like changing verbs. Then, at the end there were activities such as finding the correct verbs.)
- AD : “*Sedikit, Miss.*” (They were somewhat graded in that way.)
- R : “*Latihan-latihannya beragam tidak? Contohnya paragraph rumpang, teka-teki silang, menulis paragraph pendek, dll. Ajeng?*” (Were the tasks various? For example, filling in blanks, crosswords, writing short paragraphs, etc. Ajeng?)
- AJ : “*Iya, Miss.*” (Yes)
- R : “*Adhi?*” (Adhi?)
- AD : “*Iya, sama, Miss*” (I think the same, Miss.)
- R : “*Nah, di latihan-latihan tersebut ada yang dikerjakan secara mandiri, berpasangan, kelompok, sama didiskusikan dalam kelas gak?*” (Were the task accomplished individually, in pairs, in groups, or in class discussion?)
- AD : “*Iya, Miss. Yang dikerjakan bareng-bareng kurang banyak, hehe.*” (All of them. However, the developed materials lacked of the tasks which were accomplished in class discussion.)
- AJ : “*Kalau menurut saya, sudah bagus, Miss. Seimbang lah.*” (For me, the settings were already various.)
- R : “*Dalam mengerjakan latihan-latihannya gimana peran guru ni? Jeng?*” (How is the teacher role when you were accomplishing the tasks?)
- AJ : “*Ya kalau pas penjelasan gitu, gurunya sudah menerangkan teorinya. Kalau pas ngerjain latihan guru udah muter kelas dan kadang juga menjawab pertanyaan siswa kog.*” (The teacher explained the materials.

She also took around the class and helped the students who got difficulty.)

AD : “*Iya, Miss. Gurunya suka muterin kelas trus bantu kesulitan siswa.*” (I agree with Ajeng. The teacher took around the class during the tasks complishion and helped the students’ difficulty.)

R : “*Nah, kalau siswanya, aktif gak saat mengerjakan latihan-latihannya?*” (How about the students, did they actively do the tasks?)

AJ : “*Materinya gak begitu susah sih, Miss jadi semua latihan aku kerjain. Apalagi yang preposition itu. Miss. Saya juga nanya guru atau teman kalau gak ngerti.*” (The materials were not difficult for me so I did all the tasks, moreover the prepositions tasks. I also asked the teacher or my friends if I found something difficult.)

AD : “*Iya, waktu itu ada beberapa yang masih gak jelas. Terus saya tanya sama guru. Beberapa soal itu kemarin didiskusikan sama teman-teman pas istirahat lho, Miss.*” (Yes, I actually still had some points that I didn’t understand too. Then, I asked the teacher and some tasks were discussed by my friends and me during the rest time.)

R : “*Oh sebelum kalian sholat itu ya? Bagus. Kalau kosa kata yang digunakan, gampang kan, dek?*” (That’s when you went to have dzuhur prayer, oh good. Next, did the vocabulary used simple and understandable?)

AJ : “*Sedikit masih ada yang gak dong, Miss.*” (It was somewhat easy because there’s still some vocabulary that I didn’t know.)

AD : “*Iya, Miss.*” (It was simple and understandable, Miss.)

R : “*Kalau masih ada kosa kata yang kalian gak tahu, jadinya kosa-kata kalian bertambah kan?*” (It means that you had improved your vocabulary, right?)

AD : “*Iya, Miss.*” (Yes, of course.)

AJ : “*He em. Kan ada daftar kata di belakang itu, jadi kebantu deh.*” (In addition, there were lists of difficult words at the end of the unit so it helped me.)

R : “*Nah, ngomongin tentang layout-nya. Tampilannya menarik kan dek?*” (Talking about the layout, were the materials attractive?)

AD : “*Iya, Miss.*” (Yes, Miss.)

AJ : “*Bagus, Miss. Warna-warni gitu, tulisannya juga jelas.*” (They were attractive, Miss. They were colourful and the font was clear.)

AD : “*Tampilannya jelas, Miss.*” (Yes, Miss, the layout was clear.)

R : “*Gambaranya gimana, menarik gak? Pas dengan bacaan sama materinya gak?* (How about the pictures, were they attractive? Did they match with the materials?)

- AJ : "*Gambarnya sudah bagus dan membantu ngedong sama bacaannya, Miss.*" (The pictures were good and helped me to understand the texts.)
- AD : "*Bagus dan pas, Miss.*" (The pictures were good and match with the materials.)
- R : "Ok, that's the last question. Thanks for your time. Good luck, guys."

b. Second interview

R = the researcher

L = Lana (a student of the individual try-out group)

- R : "*Assalamu'alaikum Wr. Wb.* First of all thanks for being here. Lana ya?" (First of all thanks for being here. You're Lana, right?)
- L : "*Iya, Miss. You're welcome.*" (Yes, Miss. You're welcome.)
- R : "*Saya mau tanya pendapat Lana ni tentang Unit 1 yang sudah kita kerjakan kemarin. Yang pertama, menurut Lana materi kemarin bisa bantu dalam mempelajari the past simple tense belum?*" (I want to ask your opinion on Unit 1 which we learnt yesterday. First, for you, did the materials help you learn about the simple past tense?)
- L : "*Sudah, Miss.*" (Yes, it did.)
- R : "*Teksnya mudah dipahami kan?*" (Were the texts easy to understand?)
- L : "*Iya, Miss.*" (Yes, Miss.)
- R : "*Tapi menarik gak? Trus apakah kepanjangan?*" (Did they attract you? And were they too long for you to read?)
- L : "*Emm, iya, tapi kepanjangan si gak juga miss. Cuma kurang banyak yang teks tempat liburannya. Hehe.*" (Yes, but I don't think they were too long for me to read. I hope for more texts about holiday, actually.)
- R : "*Emang yang laennya gak menarik, dek?*" (Did not the other texts attract you?)
- L : "*Lumayan menarik kog, Miss.*" (They quite attracted me, Miss.)
- R : "*Apakah instruksinya cukup jelas dan mudah dipahami?*" (Were the instructions clear and understandable?)
- L : "*Jelas, Miss.*" (They were clear, Miss.)
- R : "*Penjelasan grammar-nya mudah dipahami gak?*" (Then, were the explanations of the grammar understandable?)
- L : "*Jelas banget, Miss lha sama ada contoh-contohnya gitu.*" (They were very clear, moreover there were examples.)
- R : "*Jadi penjelasannya itu membantu dalam belajar bahasa Inggris dong ya?*" (So, did they help you learn English more?)
- L : "*Iya, Miss.*" (Yes, Miss.)

- R : “*Nah, kalau latihannya dek, apakah mudah dikerjakan?*” (How about the tasks, were they easy to accomplish?)
- L : “*Mudah dikerjakan kok, Miss.*” (Yes, they were.)
- R : “*Pertanyaannya mudah dipahami juga kan?*” (The questions were understandable and clear, right?)
- L : “*Iya.*” (Yes)
- R : “*Menurut Lana latihan-latihannya bertahap dari yang awalnya mudah dan disertai bantuan sampai susah dan harus dikerjakan secara mandiri gak?* (In your opinion, were the tasks graded from guided to free?)
- L : “*Dari awal memang mudah sampai akhirnya harus dikerjakan mandiri yang jadi susah disitu, Miss.*” (At the beginning, the task was easy for me; deciding which verb to choose. Then, I had to work out the tasks independently. So, that’s difficult enough for me.)
- R : “*Oke. Tapi latihan-latihannya macem-macem gak?*” (Were the tasks varied?)
- L : “*Yang ada teka-teki silang, benerin paragraph, sama yang akhir-akhir itu menulis ya, Miss?*” (Yes, there were crosswords, correcting paragraphs, and writing my own.)
- R : “*Cara mengerjakan latihan-latihan itu beragam juga kan dek, dari yang dikerjakan mandiri, berpasangan, barengan, diskusi di kelas?*” (So, were the ways you accomplished the tasks various; they were in whole class, small groups, pairs, and individual works, right?)
- L : “*Iya, Miss. Tapi kebanyakan aku kerjain sendiri. Kalau gak tahu ya tanya gurunya soalnya gurunya suka keliling kelas dan mau menerangkan.*” (Yes, Miss. However, I mostly did them by myself. If I couldn’t manage to do so, I asked the teacher because she supported me enough by taking around the class and she wanted to explain the materials which I found it difficult.)
- R : “*Oh, that’s good answer.*”
- R : “*Jadi gurunya kooperatif dalam menjelaskan dan membantu siswa yang mengalami kesulitan ya?*” (It means that the teacher cooperated with the students by giving explanationa and helping solving problems, didn’t she?)
- L : “*He’em, Miss. Sudah bagus. Gurunya nerangin sambil keliling kelas, lihat kerjaan kita. Kalau siswanya tanya, kadang jadi diskusi gitu.*” (She’s good. The teacher explained the materials and walked around the class to check the students’ works, while the students sometimes asked and had a discussion.)”

- R : “*Kalau siswanya sendiri, rajin tanya gak?*” (How about the students, did they actively ask the teacher?)
- L : “*Pasti tanya, Miss, kecuali yang gampang-gampang.*” (Of course, they asked questions except for the easy tasks.)
- R : “*Kalau kosa katanya gimana, susah-susah gak?*” (Was the vocabulary simple and understandable?)
- L : “*Mudah kog, Miss. Karena masih tentang kehidupan sehari-hari gitu jadi bisa ditebak.*” (Yes, Miss. It was because the vocabulary was about daily life so I could predict it.)
- R : “*Jadi bertambah kosa kata kan dek?*” (So, you improved your vocabulary through Unit 1?)
- L : “*Iya, Miss.*” (Yes, Miss.)
- R : “*Kalau layout-nya gimana?*” (How about the layout?)
- L : “*Layout-nya menarik.*” (The layout is interesting.)
- R : “*Tulisannya jelas kan?*” (Is it clear?)
- L : “*Iya, Miss. Gambarnya juga jelas.*” (Yes, Miss. The pictures were also clear.)
- R : “*Did the pictures help you comprehend the texts?*”
- L : “*Yes, Miss. Layout-nya tu enak dilihat.*” (Yes, they did help me. Besides, the layout was arranged systematically.)
- R : “*Oke. Cukup untuk hari ini ya dek. Thank you.*” (Okay. It’s enough for today...)

C. Interview Transcript of Unit 2 Implementation

- R : the researcher**
- AJ : Ajeng (from the field try-out group who is considered as the high-level student)**
- AD : Adhi (from the field try-out group who is considered as the low-level student)**
- R : “*Sekarang saya mau nanya pendapat kalian tentang unit 2 ya. First, apakah apakah yang sudah kalian pelajari dari unit ini? Ajeng?*” (Now, I would like to ask what you think about Unit 2. First, what did you learn in this unit?)
- AJ : “*Itu tentang kata benda yang dihitung sama yang gak bisa dihitung, Miss.*” (That’s about noun which can be count and not.)
- AD : “*Iya, Miss.*” (Yes, Miss.)
- R : “*Bahasa Inggrisnya apa, Dhi? Masih ingat tidak?*” (What does it call in English?)

- AD : “Counn... mmm...noun. *Oiya* countable and uncountable noun.”
- R : “*Di akhir kalian belajar memakai noun itu untuk menulis teks recount tidak?*” (In the end of this unit, did you learn how to use these nouns in writing recount texts?)
- AD & AJ : “*Iya, Miss.*” (Yes, Miss.)
- R : “*Kalau teksnya sendiri menarik gak?*” (How about the texts, were they attractive?)
- AJ : “*Semua teksnya kan, Miss? Kalau aku manarik.*” (All the texts? For me, they were interesting enough.)
- AD : “*Kurang, Miss.*” (They were less interesting.)
- R : “*Oke, tapi mudah dipahami kan?*” (Ok, but they were understandable, right?)
- AJ & AD : “*Iya, Miss.*” (Yes, Miss.)
- R : “*Gak kepanjangan kan?*” (They were not too long to read?)
- AJ & AD : “*Gak, Miss.*” (No, they were not.)
- R : “*Latihan-latihannya bertahap dari yang awalnya mudah dan ada clue-nya sampai susah dan harus dikerjakan sendiri, apakah begitu?*” (Were the tasks graded from easy with some clues to free which you have to do it without help?)
- AJ : “*Iya, Miss. Kan awalnya cuma menebak gambar gitu trus menentukan noun di paragraf dan menentukan jamak apa satunya apa, Miss? Saya lupa. Hehe.*” (Yes, Miss. At the beginning, we guessed some nouns and then we had to choose nouns for completing a paragraph, and decided whether they were plural or what. Oh, I forget it.)
- R : “*Tunggal, Jeng. Kalau Adhi?*” (Singular, Jeng. How about your opinion, Adhi?)
- AJ : “*Oh iya, Miss.*”
- AD : “*Bertahap, Miss. Latihannya bermacam-macam jadi lengkap dari yang mudah trus susah*” (Yes, the tasks were graded. They were varied from the easy to the difficult ones.)
- R : “*Kalau menurut Ajeng latihannya bermacam-macam tidak?*” (Do you think the same, Jeng?)
- AJ : “*Bermacam-macam, Miss.*” (Yes, they were various.)
- R : “*Apakah kegiatannya sudah mewakili ada yang secara mandiri, berpasangan, berkelompok, atau diskusi dalam kelas?*” (Were the tasks in individual, pairs, small groups, or class works?)
- AJ : “*Sudah, Miss. Itu juga gak monoton kan.*” (The tasks were some individual, pairs, small groups, and class works. It made the tasks not monotone?)

- AD : “*Iya, Miss, kegiatannya dilakukan secara bervariasi.*” (Yes, Miss. The tasks were accomplished in various ways.)
- R : “*Nah, gimana peran guru saat kalian mengerjakan latihan-latihannya?*” (What did the teacher do when you were doing the tasks?)
- AJ : “*Ya macem-macam, Miss. Bu guru sebelumnya nerangin tugasnya itu apa, terus keliling kelas gitu. Kalau ada yang gak bisa dijelaskan lagi sama bu guru.*” (The teacher did many things; she explained the materials before asking us to do the tasks. She walked around the class and explained again if there was student who could not do the tasks.)
- AD : “*Iya, Miss. Gurunya sudah berperan aktif.*” (So, the teacher actively took part, right?)
- R : “*Kalau siswanya?*” (How about the students?)
- AJ : “*Siswanya berperan aktif juga, Miss.*” (They were actively took role too.)
- R : “*Misalnya?*” (For example?)
- AJ : “*Ya, kita mengerjakan latihan-latihannya. Kalau disuruh diskusi kita jg diskusi. Mungkin cuma ada beberapa yang gojek.*” (We did the tasks and discussed the tasks if the teacher asked to do so. Maybe, there were just some students did not pay attention.)
- AD : “*Kalau kita (siswa laki-laki) memang suka gojek, Miss. Itu kan wajar, hehe. Tapi kalau kita gak tahu kita juga nanya ke gurunya kog.*” (We did it, honestly but that’s common for boys, hehe. However, if we did not understand we would ask the teacher.)
- R : “*Good, Topik yang digunakan di Unit 2 ini menarik gak?*” (Was the topic of Unit 2 interesting?)
- AJ : “*Topik yang aktivitas sekolah ya? Lumayan, Miss.*” (The topic was activity at school, wasn’t it? Yeah, that’s not bad.)
- R : “*Adhi?*”
- AD : “*Kurang menarik, Miss.*” (That’s less attractive, Miss.)
- R : “*Menurut Ajeng petunjuk atau instruksinya jelas tidak?*” (Do you think that the instructions were clear, Jeng?)
- AJ : “*Jelas, Miss. Mudah diikuti juga.*” (Yes, they were clear and easy to follow.)
- R : “*Kalau menurut Adhi gimana?*” (What do you think, Adhi?)
- AD : “*Jelas, Miss. Dan saya bisa mengerjakan latihanannya.*” (Yes, they were easy and I could do the tasks.)
- R : “*Apakah penjelasan grammar-nya jelas dan mudah dipahami, dek?*” (Were the explanations of the grammar clear and understandable?)
- AJ : “*Iya, Miss, yang ini penjelasan noun-nya detail jadi mudah dipelajari.*” (Yes, Miss. These one were more detailed to learn.)

- R : “*Oke kalau gitu, bagaimana pendapat Adhi?*” (Ok, I see. What do you think, Adhi?)
- AD : “*Penjelasannya jelas, Miss. Saya jadi paham noun.*” (They were clear and I know about nouns now.)
- R : “*Kalau seperti itu English jadi kelihatan lebih mudah untuk dipelajari ya?*” (So, English seems easier for you to learn, doesn’t it?)
- AJ : “*Bener banget, Miss. Kadang yang detail seperti ini masih bingung.*” (You’re right. I sometimes got difficulty about this detail.)
- AD : “*Iya, miss. Jadi gak bingung—s yang menunjukkan jamak sama —s yang di simple present itu, Miss.*” (Yes, it seems. I don’t get confused about the use of —s in plural or in the simple present tense.)
- R : “*Bagus kalau begitu. Sekarang latihan-latihannya apakah kalian dengan mudah menyelesaikannya?*” (That’s good. Now, did you accomplish the tasks easily?)
- AJ : “*Yang ini lebih gampang dari yang Unit 1, Miss.*” (These ones were easier than those in Unit 1.)
- AD : “*Mudah, Miss.*” (Yes, they were easy.)
- R : “*Pertanyaanya juga mudah dipahami ya?*” (The questions were understandable, right?)
- AJ : “*He’em, Miss.*” (Yes, Miss.)
- AD : “*Lumayan, Miss.*” (Yes, it was somewhat easy.)
- R : “*Ok, sekarang, kosa katanya. Apakah Unit 2 ini menggunakan kosa kata yang mudah dipahami dan sederhana?*” (Ok, now, the vocabulary. Was the vocabulary used in this unit understandable and simple?)
- AJ : “*Iya, Miss.*” (Yes, Miss.)
- R : “*Adhi?*”
- AD : “*Lumayan, Miss.*” (It was somewhat simple and understandable.)
- R : “*Kosa kata yang digunakan berhubungan sama teks yang ada juga kan? Terus perbendaharaan kata kalian meningkat tidak?*” (Was the vocabulary used in the materials related to the texts? Did you improve your vocabulary mastery?)
- AJ : “*Kosa katanya sudah satu tema sama teksnya, Miss. Dan cukup meningkatkan kosa kata saya.*” (The vocabulary was already in the same topic with the texts. Yes, I did.)
- AD : “*Iya, Miss. Membantu sekali.*” (Yes, I did.)
- R : “*Sekarang tentang layout-nya. Apakah menurut kalian Unit 2 ini sudah disusun rapi dan mudah untuk dibaca?*” (In terms of the layout, was this unit arranged systematically and legible?)

- AJ : "*Susunannya jelas kog, Miss. Lebih menarik daripada Unit 1, kalau buat saya.*" (It was well-organised and more attractive than Unit 1, for me.)
- AD : "*Bagus, Miss.*" (It was good.)
- R : "*Kalau huruf sama gambar-gambarnya bagus dan jelas tidak ya?*" (How about the font and pictures; were they interesting and clear?)
- AJ : "*Dua-duanya sudah jelas, Miss. Gambarnya juga sudah menarik.*" (Both of them were interesting and clear.)

a. Second interview

R = the researcher

L = Lana (the student of the individual try-out group)

- R : "Assalamu'alaikum wr. Wb, Lana."
- L : "Wa'alaikumussalam, Miss."
- R : "*Kesempatan ini Miss Rani mau menanyakan pendapat Lana tentang Unit 2 ya dek.*" (In this occasion I would like to ask your opinion about Unit 2.)
- L : "Iya, Miss." (Yes, Miss.)
- R : "*Di Unit 2 ini apa yang sudah kamu pelajari?*" (In this unit, what did you learn?)
- L : "*Mmm, saya beajar tentang benda-benda, Miss; mana yang bisa dihitung dan yang tidak.*" (Mmm.. I learnt about nouns, countable and uncountable.)
- R : "*Ok, jadi Unit 2 ini membantu kamu belajar menggunakan kata benda itu dalam menulis recount text tidak?*" (So, did this unit help you to use nouns in writing recount texts?)
- L : "*Di akhir-akhir itu memang ada kan Miss tugas menulis teks yang di dalamnya ada penggunaan kata benda nya. Sama ada kegiatan yang paragraf rumpang itu*" (At the end of the unit, there was activity in which I wrote a recount text with correct use of nouns.)
- R : "Well, *apakah teks-teksnya mudah dipahami dek?*" (Well, were the texts understandable?)
- L : "*Teksnya mudah dipahami, Miss.*" (Yes, they are.)
- R : "*Jadi teks-teksnya tidak susah kan ya?*" (It means that they were not difficult for you to comprehend, right?)
- L : "Iya, Miss." (Yes, Miss.)
- R : "*Nah, untuk topiknya menarik tidak dek?*" (What do you think of the topic, is it interesting?)
- L : "*Lumayan, Miss.*" (It is interesting enough.)

- R : “*Apakah teks-teksnya kepanjangan?*” (Were they too long to read?)
- L : “*Tidak, Miss.*” (No, Miss.)
- R : “*Kalau dengan membaca instruksinya tanpa bertanya kepada gurunya, Lana bisa mengerjakan latihan-latihannya tidak?*” (Could you know what to do with the tasks only by reading the instruction without asking your teacher?)
- L : “*Bisa, Miss. Teman-teman yang lain juga bisa. Kadang ada yang tanya ini suruh gimana, trus dijelasin sama temen yang lain.*” (Yes, so did he others friends. Sometimes there was one of us did not know what to do then the others would tell him/her.)
- R : “*Untuk materinya mudah dipahami tidak ya?*” (Were the materials easy to follow?)
- L : “*Hu’um, mudah dipahami dan simple juga miss.*” (They were easy to understand and simple, Miss.)
- R : “*Ok. Menurut kamu penjelasan tentang grammar ini bisa memotivasi kamu untuk belajar bahasa Inggris lebih giat lagi tidak?*” (Ok, In your opinion, did the explanation motivate you to learn English more?)
- L : “*Iya, Miss. Ini lebih detail dari pada buku penjelasan di buku biasanya jadi brasa belajar grammar itu gak susah.*” (Yes, the materials were more detailed in explaining the grammar than other books that I used to read. So, it feels like grammar is not that difficult.)
- R : “*Pertanyaan-pertanyaannya juga mudah dipahami kan?*” (Were the questions understandable?)
- L : “*Iya, Miss.*” (Yes, Miss.)
- R : “*Menurut kamu latihan-latihannya gimana?*” (What do you think about the tasks?)
- L : “*Bagus dan menarik, Miss. Variasi latihanya macem-macem jadi tidak ngantuk he..he..*” (They were good and interesting, Miss. There were various tasks so we did not feel sleepy he..he..)
- R : “*Mudah untuk diikuti kan?*” (Were they easy to follow?)
- L : “*Iya, walaupun ada yang susah juga tapi bisa dikerjain kog, Miss.*” (Yes, although some were rather difficult, I could work out them all.)
- R : “*Nah, apakah latihan-latihannya sudah disusun dari yang awalnya kamu diberi bantuan untuk menyelesaikannya sampai kamu harus ngerjain sendiri? Apakah sudah begitu?*” (Were the tasks graded from guided to free?)
- L : “*Sudah, Miss.*” (Yes, Miss.)
- R : “*Kalau susunannya sudah dari yang mudah terus semakin susah tidak ya?*” (Were they graded from easy to difficult?)

- L : “*Iya, Miss. Awalnya itu kan baru kata-kata dulu, trus semakin ditambah yang tulisannya beda-beda gitu, trus dipake kata-kata itu dalam teks.*” (Yes, Miss. At the beginning, we should change some words then we should write nouns with irregular changing. We also should write those nouns in a text.)
- R : “*Ok, kalau tentang kegiatan berpasangan, berkelompok, dan individunya sudah pas atau belum menurut kamu?*” (What do you think about the in pair, group, and individual activities? were they appropriate?)
- L : “*Menurut saya, sudah pas. Tapi memang lebih enak kalau kita kerja kelompok. Kan kita bisa saling bantu dan bisa saling menambahkan gitu.*” (I think, they were appropriate but we are more comfortable to do the tasks in groups because we can help and add our ideas each other.)
- R : “*Jadi gitu ya. Gimana tentang peran guru di kelas?*” (I see. How about the teacher roles in the class?)
- L : “*Pas awal-awal gurunya nerangin materinya terus pas ngasih tugas gurunya keliling kelas ngecek kerjakan kita.*” (In the beginning the teacher explained the materials and then she walked around the class checking the students’ works when they’re doing the tasks.)
- R : “*Kalau siswanya gimana?*” (How about the students roles?)
- L : “*Kita memperhatikan pelajarannya terus ngerjain yang disuruh gurunya, sama tanya kalau gak tau.*” (We paid attention to the lesson and did the tasks, and asked the teacher when we did not understand.)
- R : “*Oh, gitu ya. Menurut kamu, dari materi itu ada yang perlu dirubah gak?*” (I see. Do you think the materials need some revisions?)
- L : “*Tidak, karena gurunya juga kan dah ngasih penjelasan sama ada vocab-nya juga. Jadinya bisa dipahami.*” (No. It was because the teacher had explained the materials and the materials provided vocabulary so that it’s easy to understand.)
- R : “*Kalau vocab-nya gimana dek? Mudah dipahami gak?*” (How about the vocabulary? Was it easy to understand?)
- L : “*Yah, mudah dipahami soalnya di sana juga ada arti dari vocab-nya itu.*” (It was easy to understand because the materials provide the meaning of the difficult vocabulary.)
- R : “*Nah, kalau di Unit 2 kan ada gambar ilustrasinya kan. Menurut kamu itu dah sesuai belum sama teksnya?*” (There were some illustrational pictures in Unit 2. Were those pictures appropriate to the texts?)
- L : “*Saya rasa udah sih. Gambarnya juga jelas dan menarik. Kan kita suka kalau teks itu ada gambarnya biar gak bosan.*” (The pictures were

clear and interesting. We like a text with pictures on it. So, we won't be bored.)

R : "*Untuk tampilannya, apakah menarik apa tidak?* (For the layout, was it interesting or not?)

L : "*Menarik, Miss. Banyak variasi gambarnya.*" (Yes, it was interesting because of the various pictures.)

R : "*Jenis sama ukuran hurufnya, apakah mudah dibaca?*" (Was the layout legible?)

L : "*Jelas kog, Miss.*" (Yes, Miss.)

R : "Well, that's all for the interview. Thank you so much yah. Assalamu'alaikum."

L : "*Sama-sama, Miss. Wa'alaikumsalam*"

APPENDIX

J

**LISTS OF RESPONDENTS
AND
STUDENTS' ATTENDANCE**

LIST OF THE RESPONDENTS

NO	NAME	SEX	STATUS
1.	Indri Dwi Astuti	female	English teacher
2.	Nela Nusawati	female	English tutor
3.	Fransiska Kristanti	female	English tutor
4.	Suyoko	male	University student
5.	Novi Yuli Saputri	female	University student
6.	Rina Desitarahmi	female	University student
7.	Rio Herwanto	male	University student
8.	Rifki Fajar G.W.	male	University student
9.	Diyah Nurhidayati	female	University student
10.	Dhanang Prihardono	male	University student
11.	ADHI LUHUR WICAKSONO	Male	student
12.	AFINA ANFA ANA	Female	student
13.	AHMAD SYAIFUDIN	Male	student
14.	AHMAD WAHRUDIN	Male	student
15.	AJENG OKTAVIANISA	Female	student
16.	AKHMAD NAJIB M.	Male	student
17.	ALETIA NURUL AISYAH	Female	student
18.	ANDRIYANTO	Male	student
19.	ANNISA FADHILAH RAHMAN	Female	student
20.	ANNISA YUSTIKA	Female	student
21.	AZZULYA NUR ISLAMIYAH	Female	student
22.	HANA AFITARA	Female	student
23.	HEPTINA NURUL KARIMAH	Female	student
24.	HERDITA AZIZI IMANIAR	Female	student
25.	HILMI MUSTHAFA AB.	Male	student
26.	KHAIRUNNISA DEWI MAHARANI	Female	student
27.	KHUSNI AKHSANU NADIYYA	Female	student
28.	LANA NAFISATUSSA'ADAH	Female	student
29.	MAULIDA RITA WIDYANA	Female	student
30.	MUHAMMAD SHIDIQ ABDUL HANIF	Male	student
31.	NADIA AZKA CHAIDAR	Female	student
32.	RIFDAN AZKA MUHAMMAD	Male	student
33.	ULFAH ALIFIANI	Female	student
34.	WAHYUSNA SALMA PUTRI	Female	student
35.	YUNITA NUR FATMA	Female	student
36.	BAGAS DWI PERMANA	Male	student

THE ATTENDANCE LIST OF INDIVIDUAL TRY-OUT GROUP

(First Implementation of Unit 1)

Date : February 19th, 2013

Place : Class XA of MAN Yogyakarta III

Number	Name	F/M	Presence
1.	LANA NAFISATUSSA'ADAH	F	√
2.	BAGAS DWI PERMANA	M	√
3.	YUNITA NUR FATMA	F	√
	Male	1	
	Female	2	

Yogyakarta, February 19th, 2013
The researcher,

Rani Dewi Puspitasari
07202244091

THE ATTENDANCE LIST OF FIELD TRY-OUT GROUP

(First Implementation of Unit 1)

Date : February 19th, 2013

Place : Class XA of MAN Yogyakarta III

Number	Name	F/M	Presence
1	ADHI LUHUR WICAKSONO	M	√
2	AFINA ANFA ANA	F	√
3	AHMAD SYAIFUDIN	M	√
4	AHMAD WAHRUDIN	M	√
5	AJENG OKTAVIANISA	F	√
6	AKHMAD NAJIB M.	M	√
7	ALETIA NURUL AISYAH	F	√
8	ANDRIYANTO	M	√
9	ANNISA FADHILAH RAHMAN	F	√
10	ANNISA YUSTIKA	F	√
11	AZZULYA NUR ISLAMIYAH	F	√
12	HANA AFITARA	F	√
13	HEPTINA NURUL KARIMAH	F	√
14	HERDITA AZIZI IMANIAR	F	√
15	HILMI MUSTHAFA AB.	M	√
16	KHAIRUNNISA DEWI MAHARANI	F	√
17	KHUSNI AKHSANU NADIYYA	F	√
18	MAULIDA RITA WIDYANA	F	√
19	MUHAMMAD SHIDIQ ABDUL HANIF	M	√
20	NADIA AZKA CHAIDAR	F	√
21	RIFDAN AZKA MUHAMMAD	M	√
22	ULFAH ALIFIANI	F	√
23	WAHYUSNA SALMA PUTRI	F	√

Yogyakarta, February 19th, 2013
The researcher,

Rani Dewi Puspitasari
07202244091

THE ATTENDANCE LIST OF INDIVIDUAL TRY-OUT GROUP

(Second Implementation of Unit 1)

Date : February 21st, 2013

Place : Class XA of MAN Yogyakarta III

Number	Name	F/M	Presence
1.	LANA NAFISATUSSA'ADAH	F	√
2.	BAGAS DWI PERMANA	M	√
3.	YUNITA NUR FATMA	F	√
	Male	1	
	Female	2	

Yogyakarta, February 21st, 2013
The researcher,

Rani Dewi Puspitasari
07202244091

THE ATTENDANCE LIST OF FIELD TRY-OUT GROUP

(Second Implementation of Unit 1)

Date : February 21st, 2013

Place : Class XA of MAN Yogyakarta III

Number	Name	F/M	Presence
1	ADHI LUHUR WICAKSONO	M	√
2	AFINA ANFA ANA	F	√
3	AHMAD SYAIFUDIN	M	√
4	AHMAD WAHRUDIN	M	√
5	AJENG OKTAVIANISA	F	√
6	AKHMAD NAJIB M.	M	√
7	ALETIA NURUL AISYAH	F	√
8	ANDRIYANTO	M	√
9	ANNISA FADHILAH RAHMAN	F	√
10	ANNISA YUSTIKA	F	√
11	AZZULYA NUR ISLAMIYAH	F	√
12	HANA AFITARA	F	√
13	HEPTINA NURUL KARIMAH	F	√
14	HERDITA AZIZI IMANIAR	F	√
15	HILMI MUSTHAFA AB.	M	√
16	KHAIRUNNISA DEWI MAHARANI	F	√
17	KHUSNI AKHSANU NADIYYA	F	√
18	MAULIDA RITA WIDYANA	F	√
19	MUHAMMAD SHIDIQ ABDUL HANIF	M	√
20	NADIA AZKA CHAIDAR	F	√
21	RIFDAN AZKA MUHAMMAD	M	√
22	ULFAH ALIFIANI	F	√
23	WAHYUSNA SALMA PUTRI	F	√

Yogyakarta, February 21st, 2013
The researcher,

Rani Dewi Puspitasari
07202244091

THE ATTENDANCE LIST OF INDIVIDUAL TRY-OUT GROUP

(First Implementation of Unit 2)

Date : February 26th, 2013

Place : Class XA of MAN Yogyakarta III

Number	Name	F/M	Presence
1.	LANA NAFISATUSSA'ADAH	F	√
2.	BAGAS DWI PERMANA	M	√
3.	YUNITA NUR FATMA	F	√
	Male	1	
	Female	2	

Yogyakarta, February 26th, 2013
The researcher,

Rani Dewi Puspitasari
07202244091

THE ATTENDANCE LIST OF FIELD TRY-OUT GROUP

(First Implementation of Unit 2)

Date : February 26th, 2013

Place : Class XA of MAN Yogyakarta III

Number	Name	F/M	Presence
1	ADHI LUHUR WICAKSONO	M	√
2	AFINA ANFA ANA	F	√
3	AHMAD SYAIFUDIN	M	√
4	AHMAD WAHRUDIN	M	√
5	AJENG OKTAVIANISA	F	√
6	AKHMAD NAJIB M.	M	√
7	ALETIA NURUL AISYAH	F	√
8	ANDRIYANTO	M	√
9	ANNISA FADHILAH RAHMAN	F	√
10	ANNISA YUSTIKA	F	√
11	AZZULYA NUR ISLAMIYAH	F	√
12	HANA AFITARA	F	√
13	HEPTINA NURUL KARIMAH	F	√
14	HERDITA AZIZI IMANIAR	F	√
15	HILMI MUSTHAFA AB.	M	√
16	KHAIRUNNISA DEWI MAHARANI	F	√
17	KHUSNI AKHSANU NADIYYA	F	√
18	MAULIDA RITA WIDYANA	F	√
19	MUHAMMAD SHIDIQ ABDUL HANIF	M	√
20	NADIA AZKA CHAIDAR	F	√
21	RIFDAN AZKA MUHAMMAD	M	√
22	ULFAH ALIFIANI	F	√
23	WAHYUSNA SALMA PUTRI	F	√

Yogyakarta, February 26th, 2013
The researcher,

Rani Dewi Puspitasari
07202244091

THE ATTENDANCE LIST OF INDIVIDUAL TRY-OUT GROUP

(Second Implementation of Unit 2)

Date : February 28th, 2013

Place : Class XA of MAN Yogyakarta III

Number	Name	F/M	Presence
1.	LANA NAFISATUSSA'ADAH	F	√
2.	BAGAS DWI PERMANA	M	√
3.	YUNITA NUR FATMA	F	√
	Male	1	
	Female	2	

Yogyakarta, February 28th, 2013
The researcher,

Rani Dewi Puspitasari
07202244091

THE ATTENDANCE LIST OF FIELD TRY-OUT GROUP

(Second Implementation of Unit 2)

Date : February 28th, 2013

Place : Class XA of MAN Yogyakarta III

Number	Name	F/M	Presence
1	ADHI LUHUR WICAKSONO	M	√
2	AFINA ANFA ANA	F	√
3	AHMAD SYAIFUDIN	M	√
4	AHMAD WAHRUDIN	M	√
5	AJENG OKTAVIANISA	F	√
6	AKHMAD NAJIB M.	M	√
7	ALETIA NURUL AISYAH	F	√
8	ANDRIYANTO	M	√
9	ANNISA FADHILAH RAHMAN	F	√
10	ANNISA YUSTIKA	F	√
11	AZZULYA NUR ISLAMIYAH	F	√
12	HANA AFITARA	F	√
13	HEPTINA NURUL KARIMAH	F	√
14	HERDITA AZIZI IMANIAR	F	√
15	HILMI MUSTHAFA AB.	M	√
16	KHAIRUNNISA DEWI MAHARANI	F	√
17	KHUSNI AKHSANU NADIYYA	F	√
18	MAULIDA RITA WIDYANA	F	√
19	MUHAMMAD SHIDIQ ABDUL HANIF	M	√
20	NADIA AZKA CHAIDAR	F	√
21	RIFDAN AZKA MUHAMMAD	M	√
22	ULFAH ALIFIANI	F	√
23	WAHYUSNA SALMA PUTRI	F	√

Yogyakarta, February 28th, 2013
The researcher,

Rani Dewi Puspitasari
07202244091

APPENDIX

L

PERMIT LETTERS